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ABSTRACT

This booklet examines four aspects of day care services for school-age children: (1) national availability and trends, (2) parents' views, (3) program planning, and (4) recommended program models. A nationwide survey of 58 day care programs enrolling school-age children was conducted, and the general findings are presented. Information on parents' views of day care services was gathered from questionnaires given to 99 parents who were receiving federal child care support and using in-home day care. The questionnaire explored before-school schedules, working patterns of the mothers, after-school supervision patterns, and parents' priorities for school-age day care program elements. The section on program planning examined these areas: potential school-age population to be served, facility types, program activities and components, state and federal requirements, funding resources, and staffing requirements. The final part of the book contains five different program models of school-age day care which are based on: recreation and leisure time programs; community school-based services; family day care services; the coordination of family day care homes and neighborhood parks for full day summer day care; and a residential cluster model with "cultural enrichment" components. (SDH)

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DAY CARE FOR SCHOOL-AGE CHILDREN

by

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A NATIONAL PROFILE OF DAY CARE SERVICES FOR SCHOOL-AGE CHILDREN

In February of 1972, in view of the possibility that HR-1 welfare reform legislation might pass, the Office of Child Development set up a 10 member interagency School-Age Day Care Task Force. The primary objective of this task force was to survey, document, and analyze current operating day care programs serving school-age children and to determine what types of programs would fall within HR-1 cost constraints and meet the proposed Federal Day Care Requirements.

The task force surveyed 58 day care programs serving school-age children nationwide. These programs were operated in a variety of settings (centers, schools, family day care homes), and each enrolled a minimum of 10 school-age children.

As a result of this survey by the School-Age Day Care Task Force, the following national profile of the availability of school-age programs emerged:*

-- There is a trend toward increased development of school-based** day care programs for school-age children. Although such programs date from the mid-1940's, all but two of the public school based programs identified by the survey were no more than two years old and most were in their first year. Further, several communities were identified which are currently planning such programs for the first time.

-- Recreation and leisure time agencies (e.g. Boys' Clubs, Y's, Scouts, 4-H clubs) offer a vast, relatively untapped resource potential for the development of quality care for school-age children. They are currently providing services of some kind to several million school-age youngsters across the country during out of school hours. Available resources include thousands of well-equipped buildings, often with gymnasiums and swimming pools and hundreds of camping facilities. Within the last two years, several of these leisure time organizations have begun to operate school-age day care programs under Title IV-A of the Social Security Act.

-- Some other nonprofit agencies such as churches, settlement houses and community centers operate school-age child care programs. Although the facilities varied widely, almost all needed more useable space since they were not originally designed for school-age day care use.

-- Industry involvement in providing care for school-age children is minimal and probably will not grow significantly in the near

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*"Report of the School Age Day Care Task Force," Office of Child Development, USDHEW , June 2, 1972.

**"School-based" has been defined to include any program for school-age children operated by an educational agency or operated by another agency in school owned facilities.

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future. Industry has traditionally focused on the preschool child who can be brought to work with the parent and doesn't require bussing to and from school during the school year.

-- Most private profit day care centers which accept school-age children do so as an ancillary service to families who have preschool children enrolled. In general, the facility, programs, staff and equipment of private day care centers are geared to the needs of preschoolers. Older children, particularly, feel out of place here.

-- Family day care homes serve a large number of school-age children, frequently siblings of preschoolers in care. The home usually is in the child's own neighborhood, and the small group size -- not usually more than six -- makes individual attention possible. Family day care home providers often are isolated from other providers and may not make use of other community resources for school-age recreation because they are too busy with the full day responsibility for preschoolers to schedule the use of such facilities.

-- School-age day care is virutally nonexistent for Indian, migrant or rural children, with the exception of a few special migrant programs operating during the migrant season.

-- School-age day care is very limited during the odd hours required by the many unskilled and semi-skilled jobs which involve evening night and holiday shifts. The only source of such care is the family day care home setting or a sitter in the child's own home.

-- Day care for the older, handicapped child is virtually nonexistent, even in the family day care home setting.

Little information is available on the costs of operating school-age care programs nationally. The National Task Force found no uniformity in cost accounting procedures, no separate budget breakout for the school-age portion of programs also serving preschoolers, and no systematic means of estimating cost per child for budgeting purposes. The following costs, as reported by the Task Force for 32 school-age care programs, reveal a tremendous variance even within the same central setting, e.g. centers, homes. As in preschool day care, few school-age care providers keep track of their costs by program component, e.g. nutrition, social services, transportation. As a result, these total cost variances tell us relatively little since it is not possible to attribute the differences in cost to specific program differences, e.g. one program provides transportation, another does not.

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COST OF CARE IN 34 FULL YEAR SCHOOL-AGE DAY CARE PROGRAMS*

	Facility Type		
	Center Based n=11	School Based n=17	Family Homes n=4
Range of annual program costs per school-age child	$245-$2614	$672-$2025	$634-$2000
Average annual cost per school-age child	$1112	$1250	$1317

There is also considerable variation in the program design and funding models of the special school-age care programs surveyed. The models diagrammed on the following pages were extracted from narrative descriptions of the special school-age programs surveyed by the National Task Force. They were slected for inclusion here because each has some unique aspect(s) which may stimulate the thinking of persons interested in funding, locating and operating programs for school-age children. The features of the models which were felt to be of particular interest are asterisked (*) to call them to the reader's attention.

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*"Report of the School-Age Day Care Task Force."

SCHOOL AGE CARE PROGRAM MODELS

- National Sample -

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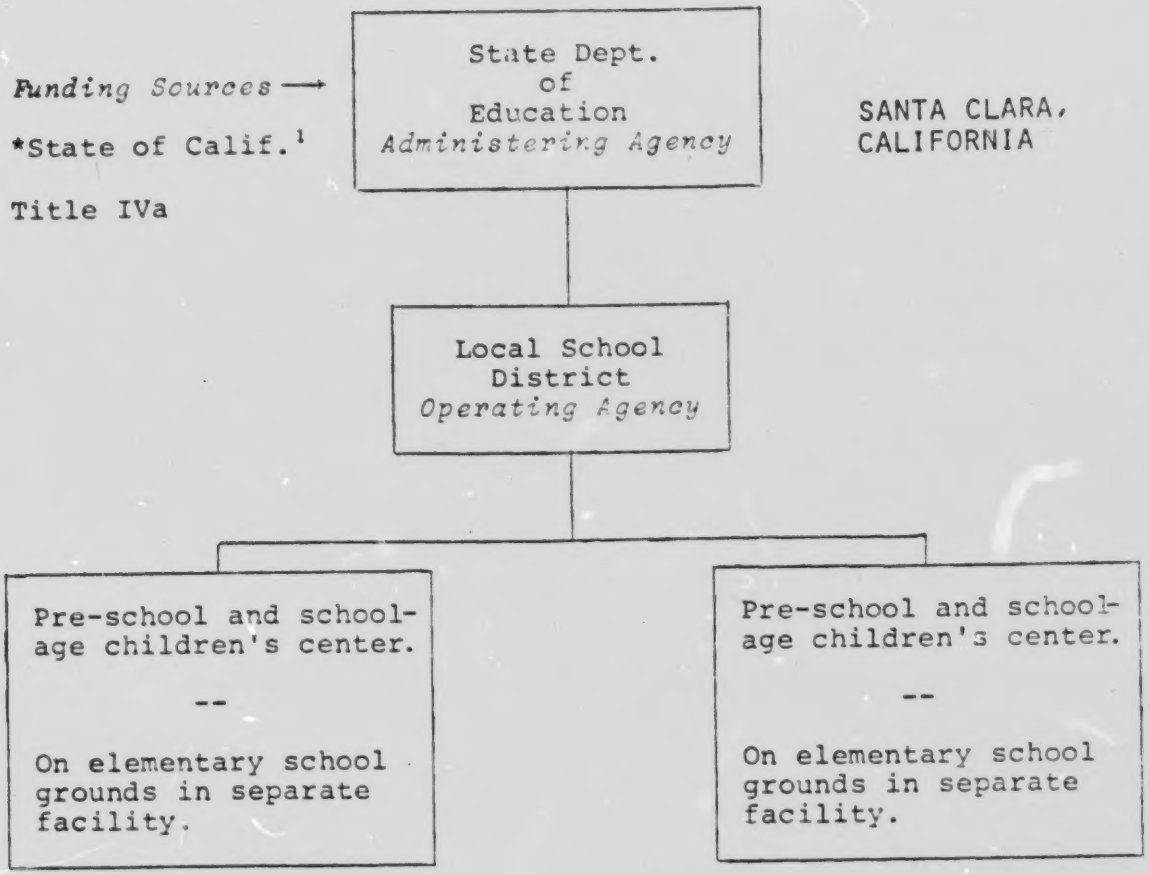

Program Facilities

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[1]California's program dates back to 1946 when the program was supported by funds under the Lanham Act. California passed legislation which established the Children's Center Program; assigned administrative responsibility to the State Department of Education; and made it clear that local school districts were to operate the programs. In 1965 legislation was passed which "permits the incorporation into Children's Centers programs of special education projects for disadvantaged pre-school children, funded through state and federal financing." In 1970, the authority was extended to include non-school agencies as operators of Children's Centers.

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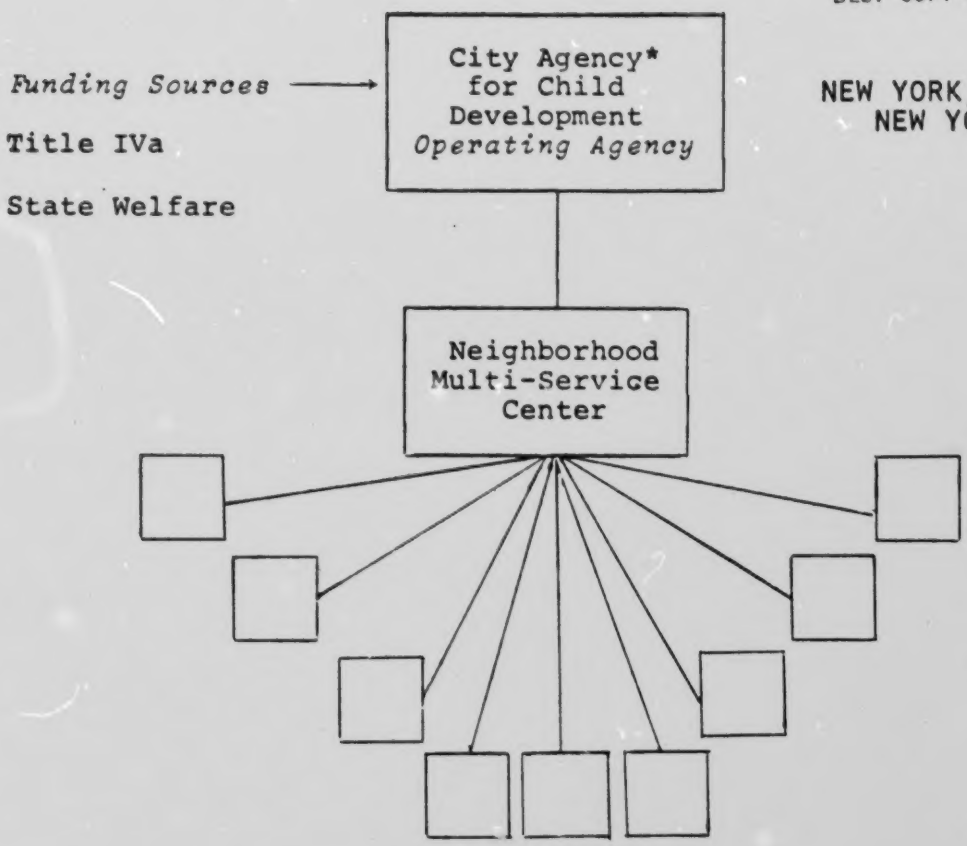

FIFTY SATELLITE DAY CARE HOMES PER CENTER*

Program Facilities

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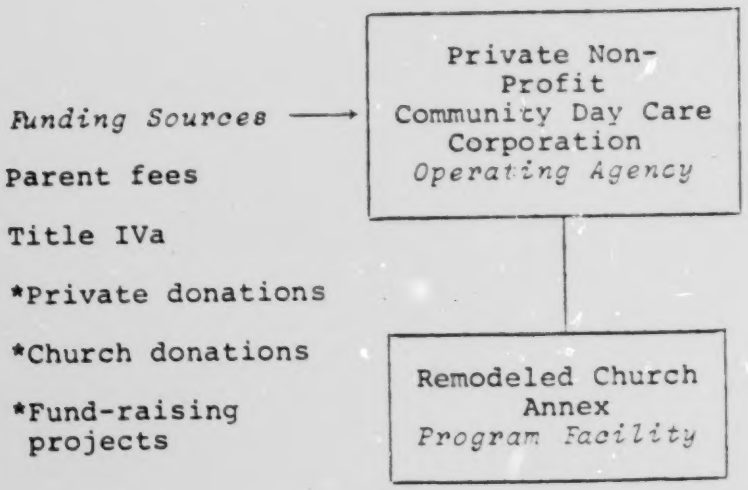
MACON, GEORGIA



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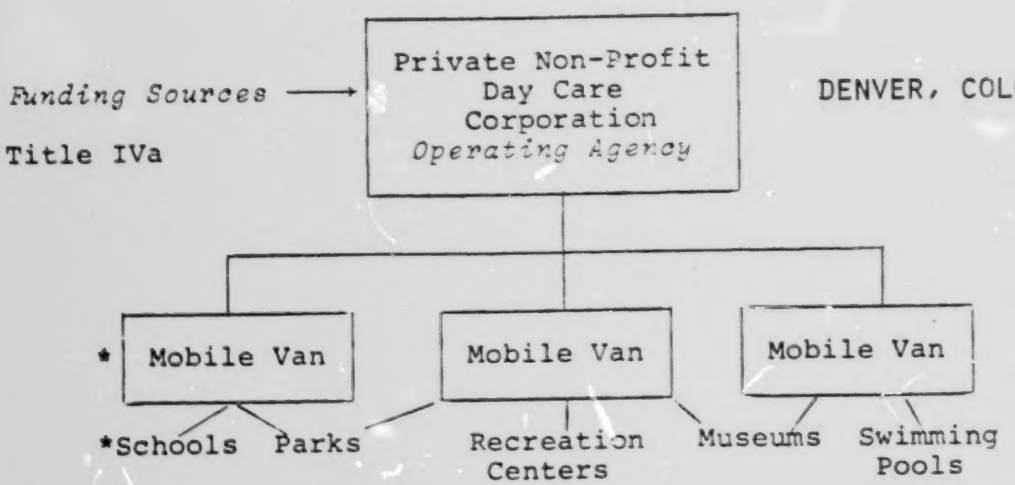
DENVER, COLORADO



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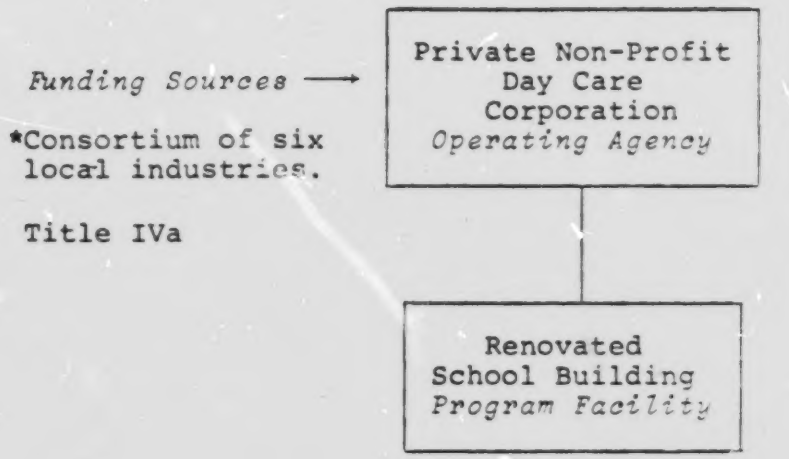

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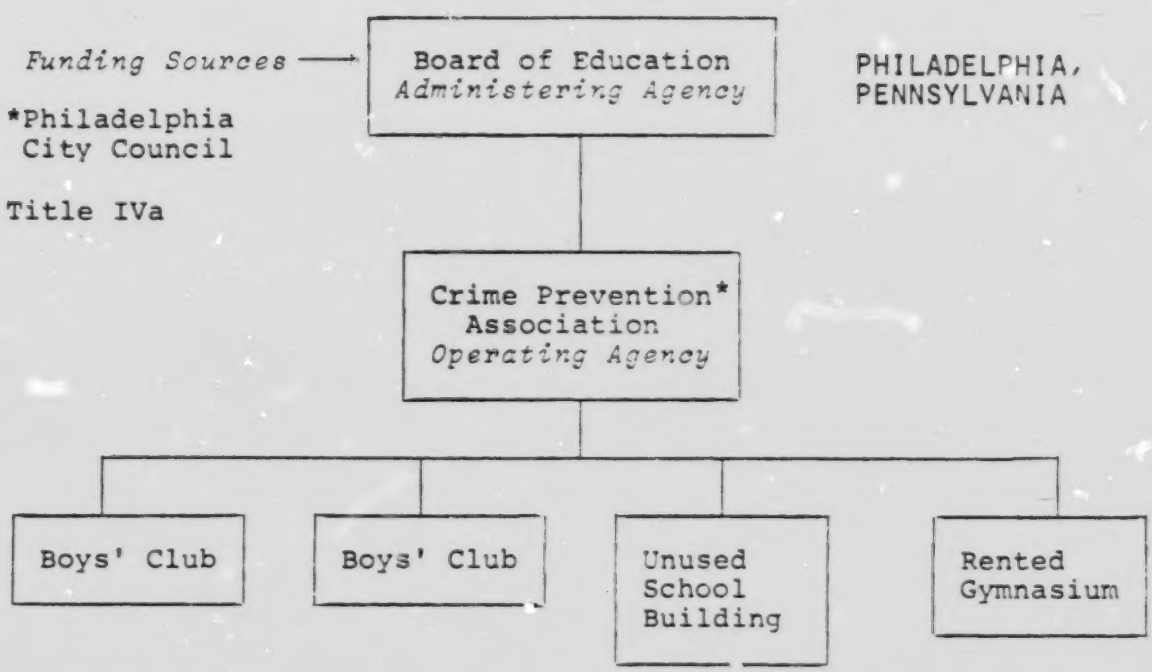

Program Facilities

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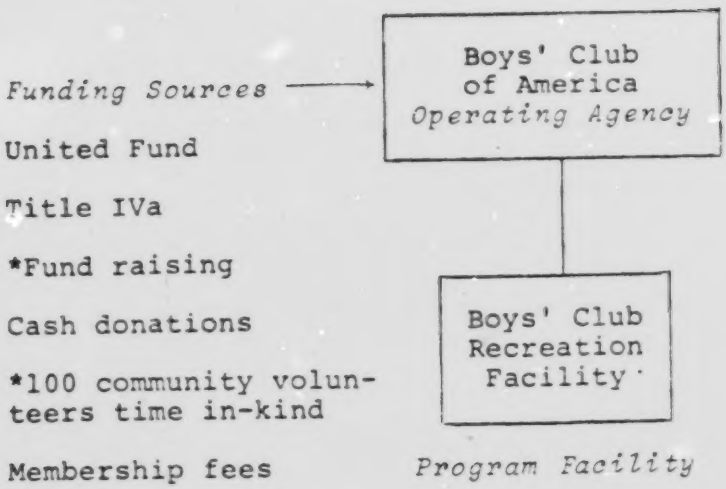

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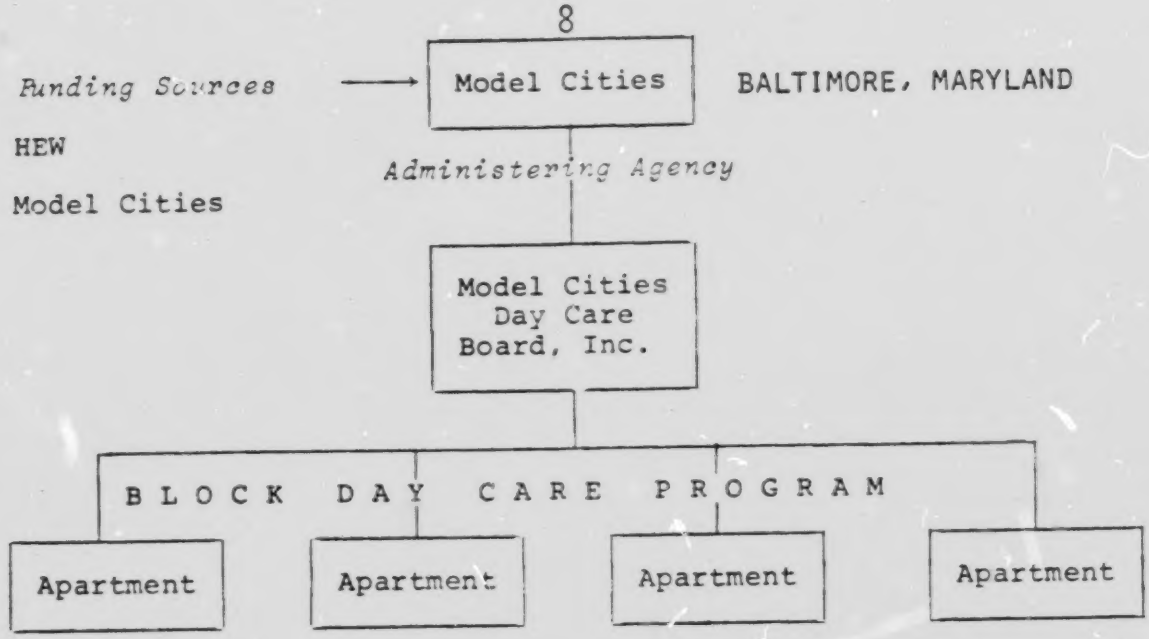

Five first floor apartments of five renovated row houses.*

Program Facilities

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Funding arrangements for the support of these eight model programs vary. However, all but one of them depend on Title IV-A funds for some of their operations. In California, there are over 300 preschool and school-age centers in 80 school districts which were established by the State under the Children's Center Program (see Model #1). No other state has approached the development and funding of school-age child care in this way. In Philadelphia, the City Council provides funds for the support of child care centers directly to the Board of Education which operates the program (see Model #6). Another interesting funding arrangement -- a consortium of six local industries -- supports a Minneapolis school-age program (see Model #5).

The facilities used by the eight programs vary widely. In California the program is run in separate facilities on elementary school grounds. The New York City model (#2) involves a system of family day care homes linked to a multi-service center which offers various supportive services to the program. The Denver program (#4) has no permanent program base, but rather several mobile vans bus the school-aged children to various community parks, museums, and swimming pools for these activities. In Baltimore (#8) the school-age program is housed in a series of apartments located in a block of renovated row houses. These five first floor apartments are used exclusively as school-age day care "centers." Many of the school-age care programs such as the ones in Macon, Minneapolis, Philadelphia, and Benton are center-based programs which are operated in Boys' Clubs, churches, and renovated schools.

School-age day care programs are operated by school districts (#1), private nonprofit corporations set up exclusively to operate child care programs (#'s 3,4,5, and 8), city agencies for child development (#2), and private social service or leisure time agencies (#'s 6 and 2).

In conclusion, a look at special school-age day care programs nationally reveals that there is considerable variety in program design and operating agencies, and somewhat less variety in funding sources for these programs which now exist. Also, there is room for the development of programs which meet needs of children not addressed by these existing programs -- migrants, odd hour care programs, Indians, the older handicapped child, and rural children.

Depending upon what the program offers, costs of school-age care can range from $245 per child per year to $2,614 if the costs given to the National Task Force are accurate. As is true in the area of preschool day care, no one has made an extensive examination of the reasons for cost variation in existing school-age programs, nor of the relative benefits to children and to parents of the various program components which could be included in school-age programs. An examination of the scope of needs for school-age care, combined with a cost analysis of existing programs, would provide a baseline for the future development of school-age care.

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A major unknown in the area of school-age day care programming is parent views and expectations for programs. What elements would parents like to see in a program for school-aged children? Do they view both before and after school supervision as a necessity? Does the age of the school-age child affect their views?

As a part of a larger evaluation of Region X day care services, a sample of 99 parents of school-aged children completed a questionnaire concerning their current day care needs and opinions about school-age day care. The parents surveyed were all receiving federal child care support and all were using an in-home day care provider to care for both their preschool and school-aged children.

In order to get an idea of the before school schedules and patterns of these working mothers, a series of questions was asked. The responses to these questions provide a picture of the morning routine in the sampled homes, as well as some feel for the scope of need for before school services. (See Table 4).

Parent preferences for in-home before school care parallel the experience of most of the school-age day care programs surveyed in this study. Attendance in the before school portion of school-age care programs was typically one-third or less the after school attendance. In addition, as the profile reveals, almost half of these parents do not leave for work or training before their children leave for school. As a result, the scope of need for before school supervision appears to be narrower than after school when few working parents in the sample are home until 5:30 or 6:00.

The parent questionnaire explored the after-school supervision patterns arranged by these working mothers. All of the parents in the sample have an in-home provider who cares for the children until the parent returns from work. However, additional types of activities and supervision were used during the after school hours as the profile in Table 5 reveals.

Many school-aged children of the parents interviewed have participated in after school programs run by parks, organized school and nonschool sports programs, etc. More than 75% of the parents felt that if these programs could assure that school-aged children would be supervised and accounted for each day until the parent came home from work, it could be a solution to their day care problems.

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TABLE 4
PROFILE OF PARENTS' BEFORE SCHOOL ARRANGEMENTS

53.1% of the parents had to leave for work or training before the children left for school in the morning.

Of those parents who left home before their children left for school, less than half (42.4%) had an arrangement in which a baby sitter or in-home care provider arrived at the house before it was necessary for the parent to leave.

Therefore, of the total number of parents sampled, 22.5% had no adult supervision for their school-age children during some period before school each morning.

The following were some of the responses to "How do the children get ready for school?"

I feed the children before I leave.	52.9%
I set breakfast out for the children.	13.7%
The children fix their own breakfast.	15.7%
The children eat breakfast at school.	9.8%
Other	7.8%

Which of the following would you prefer?

Child care in your home before school hours.	80.7%
A well-located breakfast program outside your home.	19.3%

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TABLE 5
PROFILE OF PARENTS' AFTER SCHOOL ARRANGEMENTS

Have your school-age children regularly spent time after school participating in any of the following?

	Percent Responding "Yes" n=74
YMCA or YWCA	8.1%
Boys' Club	14.9%
After School Sports Activities	28.3%
Parks and Playgrounds	44.6%
Organized Non-School Sports such as Little League	23.0%
Scouting	27.0%
Church Related Activities	35.1%
Other	8.1%

If such programs as mentioned above could assure you that your school-age children would be accounted for and supervised each day until you came home from work, would this help solve your day care problems?	76.7%
If you did not have your present after school sitter arrangements, would you make use of a supervised activity program for school-aged children?	85.6%

The question, "Which of the following would you prefer?", brought the following responses:

Care in your own home after school.	52.6%
A well located activity program outside your home.	47.4%

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The parents in the sample were asked to rank, in order of importance, the five elements they would look for in choosing an after school care program. The results are displayed below.

TABLE 6
PARENT PRIORITIES FOR SCHOOL-AGE DAY CARE
PROGRAM ELEMENTS

"If you were choosing an after-school child care program for school-aged children, ages six to 10 and 11 to 14, what would be the five most important things you would look for?"

Most Important for Children Aged 6-10

Rank Order of Choice	
1	Children have adult supervision at all times.
2	There is a tutoring program to help the children with studies.
3	There is a recreation and active games program.
4	An afternoon snack or evening meal is served.
5	Full day care is provided for sick children so that parent doesn't have to miss school or work.

Most Important for Children Aged 11-14

1	Children have adult supervision at all times.
2	There is a tutoring program to help children with studies.
3	An after school snack or evening meal is served.
4	There is a recreation and active games program
5	Full day care is provided for sick children so that parent doesn't have to miss school or work./Cost of care.

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Conclusions

Parental needs and expectations are an important factor which should be incorporated in the development of care programs for school-age children. For example, based on the evidence available here, before school breakfast programs may not be as heavily used by parents as after school care programs. Region X program data supports this conclusion. This is not to say that before school programs are not needed, rather it suggests that planning for school-age care programs should involve a careful assessment of parent needs for various elements so that the best use can be made of available funds.

School-aged children currently are involved in after school activities run through the schools, by the park department, etc. The majority of parents interviewed would be willing to use these programs regularly if they featured adequate adult supervision and accountability procedures. Program designs should be considered which are built around current institutions serving school-aged children, rather than designs which create parallel programs that often duplicate available services.

Finally, in ranking program elements which they would like to see included in a program serving school-aged children, parents emphasized the basic need for adult supervision combined with some program of recreation or active games for the children after a long day in school. A tutoring program to help children with their school work also ranked high in parents' preferences, as did the provision of an afternoon snack. The final high priority feature is one related to parents' own job performance -- the availability of full day care for sick children so that the parent doesn't have to miss work or school. This is ranked higher in parents' minds than any other "supportive" service.

There is no reason to expect that the preferences of this relatively small parent sample, who already have in-home child care, would hold for all parents in all communities. For this reason, the work patterns and needs of the specific parent population to be served by a school-age program should be identified early in the planning process.

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Basic Planning Questions

Who will the program serve?

What type of facility should be used for the program?

What activities or components should the program provide?

What state or federal requirements apply to school-age child care programs?

What resources are available to fund the program?

Who will be needed to staff the program?

Who will the program serve?

The most important determinant of what a school-age child care program should look like is the characteristics of the school-age population which will be served. Therefore, the initial planning step should be a community assessment of specific, unmet needs for school-age care. By developing a community profile which identifies the scope and type of needs for school-age care services, as determined by the number and ages of school children, parent work schedules, their present arrangements for supervision, etc., program dollars can be put to best use. Such a statistical and narrative description of the problem in a local area may be needed near the beginning to build support for a school-age program.

The community needs profile might include the following information:

1. Number of school-aged children in the area from single-parent families in which the parent works or is in school and its comparison with other areas in the city, county, state or nation.

It may even be possible to break down the population by parent work hours, income level, eligibility for federal child care support, minority status, age of school-age children. Existing school district records will include some of this information and it may be possible to get the local school PTA to conduct short parent needs surveys through the vehicle of its monthly newsletter.

2. What existing community groups, schools or agencies are now doing to solve the problems of parents with needs for extra-parental school-age child supervision and why these efforts are not solving the particular problems identified above.

What types of programs are run by the local park departments? Is there a Boys' Club, YM or YWCA in the neighborhood. What

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facilities and services does it offer? How many licensed family day care homes or day care centers are there in the community (local state day care licensing caseworkers could find this out)? Where are these located? Whom do they serve? Are the local elementary schools open during after school or evening hours for activities? Are local churches providing any child care services? Are there any tutoring programs operating in the area? Model Cities programs for school-aged children?

3. Identification of existing or possible linkages among the existing programs serving school-age children which provide a solution to some school-age child care programs.

Inexpensive solutions might suggest themselves as existing services to school-aged children are compared with the needs for care which have been identified. Are there a lot of unfilled family day care slots? During what hours are youth leisure time programs scheduled? How are the programs supervised? What would it take to assure supervision for children in some of these settings during the hours when parents need care services?

Once prepared, the profile can be used in two ways: first as data for program planners which is specific enough to let them get a clear perspective on who and about how many children need school-age care services, and, to some extent, what kind of services; second, to publicize both the problem and the proposed solution(s). Such a needs survey can be done for an area as small as a block or two or as large as a metropolitan area or state. The result of beginning a planning process in this way is to avoid unnecessary duplication of services and to permit planners to address the specific needs for services in the best possible way.

Such surveys of community needs for school-age child care services might be conducted by some of the following agencies or groups:

-- Local 4-C Committees

-- School Districts

-- Neighborhood Councils

-- Model Cities Citizen Task Forces

-- State Day Care Licensing Agencies

-- Women's Clubs

-- Local Human Resources Offices

-- PTAs.

Having determined the specific needs of a school-age population, program design becomes a less arbitrary task. For example, all of the special school-age programs in Region X -- with the exception of the migrant programs -- operate on a 6:00 or 7:00 a.m. to 6:00 p.m. schedule. Yet it is known that many unskilled and semiskilled jobs, which often are held by persons eligible for federal day care assistance, require evening and night time shifts as well as weekend and holiday hours. In a given

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community this type of care may be needed by more working parents and children than a program offering services to accommodate a regular eight hour day.

Another example, most current special school-age care programs offer a before-school breakfast program which frequently is attended by only one-third of the afternoon enrollment number. An initial community needs survey may show that it is important to most parents that program monies be used to offer children other services -- field trips, counseling services, a hot supper -- rather than a breakfast component.

The age of children requiring care should also be considered. If the school-age children currently being served in family day care homes, care centers, and in-home are any index of the school-age children for whom parents are most concerned to have supervision, it may be appropriate to plan a program for six to eight year olds and meet the needs of this age group first. The special school-age programs surveyed in Region X as well as nationally, found that enrollment in many school-age care programs drops off rapidly in the fourth or fifth grade, at about age 11. Program requirements appear to be different for the six to 11 group than for the 12 to 14 group; thus, the ages of the potential child population should be considered in designing the program. Only three of the 13 Region X school-age care programs examined are licensed by the state to serve children between the ages of 12 and 14. Five of the programs serve children six to 12, two serve children aged four to 10 or 12, and the special migrant programs include preschool children. Younger children may have different schedules -- half day kindergarten classes, etc. Therefore, it may be appropraite to design a program which is tailored to the special hours of a certain child population.

In planning to meet the needs for school-age day care, desired program features must be weighed against the cost constraints which are always present. It is for this reason that the survey of existing community resources for children is so important in the planning process. Depending on the number of school-age children requiring care of a certain type, e.g. evening care, before school breakfast, it may not be necessary to develop a "program" as it is usually thought of, but rather it may be possible to coordinate or modify existing resources in such a way that these needs can be met. For example, rather than hire a staff and administrator, locate a facility and buy equipment for a program to meet the needs of 15 parents for child care from 3:00 p.m. to 9:00 p.m., it may be possible to identify family day care providers in the community who could absorb these children in their licensed home settings, while helping these providers identify other existing community programs, e.g. tutoring programs, after school recreation programs, in which the children could participate with their parents' permission.

As the above discussion indicates, an initial important step in planning for any school-age day care program is the development of a community needs profile which identifies the scope and type of needs for care which exist and which identifies existing resources that could be used to meet these needs for a minimum cost.

To date, in Region X, no comprehensive effort has been made by states or municipalities to determine the area with priority needs for school-age care programs. Georgraphically, the Region is a heavily rural area with

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a majority of its towns falling into the 2,500 to 50,000 size range. It is known that up to 50% of the nation's poor live in rural areas. Yet almost nothing is known about the need for extra-parental supervision in these rural areas except for those special populations, such as migrant agricultural workers and workers in canneries, both agricultural and fish canneries along the Alaskan coast.

Further, the major cities of the Region -- Portland, Seattle, Boise, Spokane, Anchorage -- vary greatly in their size and in their industry base. One can assume, logically, that there is a need for school-age day care for the children of the many unskilled and semiskilled single parents in jobs requiring day time, evening and night time shifts as well as holiday hours; yet little is known about the actual or potential demand for such programs.

Since the demand for school-age day care has not been established, one can only suggest priority populations by logical means at this point:

-- Areas with high concentrations of single parent families, where the parent is in work or training and where other "natural" support systems such as kinship or neighbors do not afford adequate supervision.

-- Areas with concentrations of children with special needs, e.g., handicapped, disadvantaged, delinquents, or children from emotionally unstable family situations.

Working from general statistics, the areas with the highest densities of these characteristics are the urban areas. Yet, for planning purposes, a much smaller unit, such as a school drawing area, would be a more reasonable unit in which to determine the potential scope of need. When this has been determined, demand for such services may or may not parallel this potential need. Once again, this highlights the importance of the community needs and resources survey prior to designing any school-age program.

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What type of facility should be used for the program?

The National School-Age Day Care Task Force classified the existing school-age care programs surveyed nationally into three types -- characterized by the facility in which the programs operate. These types were "school-based," "center-based," and "family-based" programs.*

School-based programs. The task force included in "school-based" programs any day care program for school-age children which is operated by an educational agency or operated by another agency in school-owned facilities. Although few of the school-based day care programs identified in the national survey or the Region X survey were more than one or two years old, there appears to be a widespread readiness in public schools to change their role in the community. Some schools are beginning to respond to community interest or pressure to make better use of the school facilities paid for by the taxpayers by keeping their doors open for use during those afternoon, evening, and weekend hours when schools now sit idle.

In most every sense, the neighborhood school is a "natural" focal point for the development of programs serving school-age children. Of the 13 special school-age day care programs examined in Region X, nine are based in public school buildings.

The national task force looked at 11 school-based programs in their national sample of 58 programs. Data from both surveys shows that programs using school buildings as facilities for basing school-age care may experience the following kinds of problems**:

-- The joint use of facilities by the school and the after school day care programs, especially the joint use of classrooms, may present serious problems. At the end of each day, day care staff must rearrange furniture and put away all supplies, as well as be sure that nothing important is erased from blackboards or that nothing belonging to the students is disturbed. This is inconvenient and time consuming for day care staff.

-- Anticipating joint-use problems, school-age care programs may be restricted to classroom space which is not used for any other purpose during the day and which, in many instances, is inadequate for reasonable program flexibility requirements.

-- The facilities set aside for the school-age program and the operating agency responsible for the school-based program -- the local school, a division of the school system, or a non-school agency -- influence the extent to which day care programs depart from the traditional school model of instruction and social control. When responsibility for operating the program is assigned to the local school and when facilities must be shared with the educational programs, day care tends to follow the school model. As facilities are separated and as administrative responsibility becomes more distant from the school --

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*Ibid., Chapter II, p. 14.

**Ibid., Chapter II, pp. 14-19.

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a separate agency or separate division of the school district -- major departures from the school pattern become more likely; and, evidence suggests, children, including older children, attend more regularly and with greater enthusiasm.

-- In some schools vandalism is a problem. As a result, the after-school program may be restricted in the use of special equipment.

-- Some after-school programs must compete with intramural sports and other school-related programs for the use of multipurpose rooms, cafeterias, or gymnasiums.

-- Programs operating in those schools which bus children to and from their homes have the practical problem of rescheduling transportation.

-- Scheduling janitorial services for extended days may present a problem for the schools.

In conclusion, in Region X the school-based model is the most common model for those special school-age programs which have been established to date. Some of these programs have found that getting in to the schools and operating programs in facilities used jointly with the regular school program is not easy. In other instances, the programs have found that available space in some of the older schools is not adequate for the flexibility that is desired for an after-school program. However, there is not doubt that the neighborhood school is and should be a major resource for the development of school-age care programs. The operating agency for such programs may be the really critical factor in their success.

Center-based programs. The National School-Age Day Care Task Force identified three basic kinds of center-based school-age day care programs.* One kind is sponsored by, or operates in the facilities of a nonprofit organization with local chapters or affiliates and which usually has recreation or leisure time activities for youth as its primary objective. Organizations in this group include Boys' Clubs, Y's, Scouts, 4-H clubs.

A second type of center-based program has developed locally for the specific purpose of providing day care and may operate programs in local churches, unused buildings, etc. These local private, nonprofit day care organizations may also operate programs based in schools or housing projects, etc., and in that respect are really an organizational vehicle for operating programs from a variety of bases. Such local day care organizations are typically sponsored by churches, settlement houses, local day care associations and social service agencies.

Finally, there is a third category of center-based care which is a catch all for those programs based in centers which do not fit into the other two groups. The task force included here day care programs provided by employers for children of employees. Industries which employ large numbers of women and face manpower shortages, such as hospitals, are

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*Ibid., Chapter II, pp. 20-28.

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most likely to provide this service. To date services of this type have been primarily for preschool children. Also included here are the private profit day care centers which, as the Region X data reveals are equipped to serve primarily preschool children at present.

In the Region X sample of 13 special school-age programs, sponsoring agencies of the first type -- nonprofit organizations with some type of national organization -- operated four of the 13 programs (Boys' Club, YMCA, local OEO Community Action Agencies). Private nonprofit day care corporations run six of the 13 programs which base all or part of their programs in public school facilities. The other programs operate in a former fish cannery, an old school converted into a community center and churches. One local 4-C Committee sponsors a program.

The resources of recreation and leisure time agencies have particular potential for the development of school-age day care programs. These agencies have as their mandate to provide services to youth and they have the facilities -- gymnasiums, swimming pools, camps and trained staff to provide these services. Further, many of these agencies are located in low-income areas where there are typically a large number of single parent families and/or children with special needs. By adding the required day care services, such as a meal or snack, accountability procedures, referral to other needed services, and, perhaps, an improved staff/child ratio to these programs, a lot of school-age day care needs could be served at relatively small expense.

In conclusion, there are any number of "centers" in which a school-age care program can be based -- churches, settlement houses, unused buildings, community centers, and leisure time agencies. A major contraint on the use of these buildings is that they must meet the facility safety standards in the state and federal day care requirements. In two programs of the 13 reviewed in Region X, facility standards have presented major problems and have delayed the opening of programs. In one instance, a school building which the children attended all day was found to fall short of facility standards in the state for "day care centers" and, hence, failed to pass the inspection for licensing as a school-age day care center. In another, a church had to install an expensive fire extinguishing system in its basement classrooms before the building could house school-age "day care."

Family home-based programs. In Region X more school-age children receive care in family day care homes than in any other formal day care setting. The family day care homes must be licensed by the state and meet the Federal Day Care Requirements if they receive federal funds.

Rarely are family day care homes linked to a "system" of homes, nor, particularly to a "system" which is devoted specifically to providing school-age care. In most instances in Region X, the school-age children cared for in family day care homes are the older brothers and sisters of preschoolers who receive day care services in these homes. However, there are many features offered by family day care homes which recommend them as solutions for a variety of school-age day care needs:

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-- The family day care home setting is more flexible and better suited to accommodate the needs of a child for odd hour, overnight care, or care when the child is ill. Large group or center settings are expensive to equip and operate for this type of care and do not offer the personal, comfortable atmosphere of a home setting.

-- In most instances, family day care homes are located in or near a child's own neighborhood, thereby reducing transportation problems to and from school and permitting neighborhood or school friends to be accessible.

-- If the parent or family day care provider has the time and proper information, the school-age children can take advantage of the variety of other community leisure time and recreation resources available during after school hours without having to have a special "after school day care program" set up to provide this enrichment.

-- The study of family day care homes in Region X revealed that many family day care providers were involved in helping the school-age children with their homework problems, took an interest in the children's school activities and generally provided parent-like links between the school/home settings.

-- Family day care homes usually serve about six children. As a result, individual attention is possible. This is particularly important to young children -- ages six to eight and to children with special physical and psychological needs.

-- Family day care homes are a more cost effective way to meet the needs of school-age children when the number of children requiring care during a given period or in a certain area is too small to justify the facility, equipment, transportation and staff costs of a center-based program. This would be particularly true in small towns and rural areas.

Conversely, there are a number of disadvantages to using family day care homes for school-age care:

-- Since the maximum number of children for which a home is licensed is usually six, the use of family day care homes for school-age day care does not take advantage of the allowable staff-child ratios for these age groups.

-- Unless family day care homes are located in an area near parks or playgrounds or other after school recreational facilities, the funds which the provider receives are inadequate to provide recreational equipment for school-age children.

-- Even if community recreation facilities and activities are available, the provider may be unaware of their existence and may not have adequate training herself to provide special or "developmental" activities for the children in her care. Lack of information about available resources is a frequent consequence of the isolation of most family day care providers from other providers or from any supportive services.

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The potential for family day care homes as a flexible, adequate and, in many instances, preferred source of care for school-age children has not been realized. Very recently attempts have been made to link family day care homes into systems for school-age care which share toys, coordinate provider leave time, provide training, purchase supplies on a group basis, etc. Even such minor "system" linkages as a central referral point or a clearinghouse for day care placements, which also serves as an information center to providers on other community resources, would be an addition which could improve the capability of day care homes to deliver school-age care.

In summary, the type of facility chosen for school-age day care should be determined by the type and size of the population needing care and by the availability of community-based facilities of various types. The building safety and space standards of local, state and federal day care requirements should be investigated thoroughly before locating a program in order to avoid initial renovation costs.

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What activities or components should the program provide?

The question of what school-age day care should be depends on factors which are both philosophical and practical. The national School-Age Day Care Task Force arrived at this consensus about what the goals of school-age day care might be:

> "It should care for and protect children, it should reinforce a child's ethnic and cultural heritage while allowing him to become an integral member of society, it should supplement both home and school, it should foster the development of a sense of self-worth and self-confidence and the ability to function independently in his environment, it should make him aware of various life styles and promote respect for individual differences, it should stimulate his cognitive and sensory abilities, it should teach him to work productively with youth and adults and also to work alone, it should help him to work and carry out plans, and it should teach him responsibility for his words and actions."*

It would be hard to disagree that these are admirable and appropriate goals for school-age care. However, there could be considerable disagreement about how to meet these goals. In addition, the particular way that these goals are met -- the program design -- is dependent upon the very practical constraints of the amount of money available to meet them and the other community resources available -- facilities, equipment, and experienced people to put together such a program.

It is relatively easy to design a program costing $10 or $12 per child per day with components which provide a wide range of experiences to children, staffed by people who work well with groups of children and can encourage their development along the lines described in the goal statement above. It is less easy to pay for such a program with currently available funds for school-age child care.

It is for this reason that the community needs and resources survey discussed earlier in this chapter is so very important in designing school-age care programs. Each community group charged with planning should undertake such a survey to determine the specific needs of the group of children to be served and the specific existing resources which could be mobilized. For example, if the schools in an area are not preparing children adequately, then perhaps a strong educational component with a nonschool format should be a priority component or a tutoring program. If this is not a problem, then perhaps recreational components should be emphasized. If only one third of the parents in the target group leave for work before the children leave for school, but two thirds of them are required to work evenings until 9:00, then a breakfast component may not be a priority or perhaps the school itself should be encouraged to provide a breakfast program. Given a limited amount of money, it may be more important to parents that there be a full day summer program available which costs about twice as much as an after school program -- than any before or after school program. If the family, the school, or some other community agency is providing for a child's health care needs,

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*Ibid., Task Force Chapter III, p. 1.

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a health component may duplicate rather than supplement existing services.

In all instances there are trade offs which must be made and needs which will not be met. It may be most realistic to assume that the basic requirement of a school-age program is that it provides adult supervision for children who otherwise would be totally unsupervised for several hours each day. Then it may be a health exercise for planners to work backwards from some realistic cost per child as they develop the program component by component around existing community resources.

In summary, a school-age day care program should be tailored to the specific needs of the population to be served and to the community in which it will be located, making best use of resources available to reduce costs. The program may resemble or be a part of already existing community activity programs for school-aged children; but with the minimal added features of required staff/child ratios, accountability procedures, and the provision of a nutritious snack.

What state or federal requirements apply to school-age care programs?

Each state has day care licensing statutes or regulations which specify the types of programs that are considered to be "day care" and, therefore, must be licensed or certified by the state in order to operate legally. The federal government also has a set of requirements for facility safety and program standards which must be met by any "day care" program receiving federal funds from whatever federal source. Some cities and towns have local zoning restrictions and code requirements which pertain to facilities used for day care. These local restrictions vary from city to city and must be investigated locally by the persons interested in operating a day care program.

The following paragraphs, taken from the day care licensing requirements of the four Region X states and from the current Federal Day Care Requirements, specify when a program serving children must be certified or licensed as "day care" and, hence, meet the applicable requirements.

Oregon

In Oregon, any facility where children are in care for four or more hours per day must meet Oregon's day care regulations and hole a valid state certificate of approval.

This does not include the following:

-- Facility providing care that is primarily educational, unless provided to a preschool child for more than four hours per day.

-- Facility providing care that is primarily supervised training in a specific subject, including but not limited to dancing, drama, music or religion.

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-- Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.

-- Facility operated by a school district, political subdivision of the state or a governmental agency.

Washington

In Washington, any facility which regularly provides care, whether for compensation or not, to a group of children for less than 24 hours a day is to be licensed by the State Department of Public Assistance.

The requirements do not apply to:

-- Nursery schools or kindergartens which are engaged primarily in educational work with preschool children and in which no child is enrolled on a regular basis for more than four hours per day.

-- Parents who exchange care of one another's children on a mutually cooperative basis.

-- Facilities providing care for children for periods of less than 24 hours whose parents remain on the premises to participate in activities other than employment, for example, nurseries in bowling alleys.

-- Any agency having been in operation in this state 10 years prior to March 6, 1967, not seeking or accepting monies or assistance from any state or federal agency, and supported in part by an endowment or trust fund.

-- Seasonal camps of three months or less duration engaged primarily in recreational or educational activities.

Alaska

In Alaska, any establishment providing care and services for any part of the 24 hour day for any child not related by blood or marriage to the owners or operators must be licensed by the state.

This has been interpreted to exclude:

-- Any establishment whose primary purpose is educational rather than child care. Thus, such facilities as kindergartens and nursery schools would not be subject to these regulations.

-- Any home which is not regularly in the business of providing day care services to children, but is caring for children temporarily to accommodate a friend or neighbor.

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Idaho

The Idaho Child Care Licensing Act applies to the care of children under 18 years of age and requires the licensing of day care homes and day care centers, places providing care to a child or children not related by blood or marriage for all or part of the 24 hour day.

Federal Interagency Day Care Requirements (FIDCR) of 1968

Any preschool or school-age day care programs receiving funds under any of the following programs must meet the 1968 FIDCR requirements:

-- Title IV of the Social Security Act
Part A - Aid to Families with Dependent Schildren
Part B - Child Welfare Services
Part C - Work Incentive Program

-- Title I of the Economic Opportunity Act - Youth Programs

-- Title II of the Economic Opportunity Act - Urban and Rural Community Action Programs.

-- Title III of the Economic Opportunity Act
Part B - Assistance for migrant and other seasonally employed farm workers and their families.

-- Title V of the Economic Opportunity Act
Part B - Day Care Projects.

-- Manpower Development and Training Act.

-- Title I of the Elementary and Secondary Education Act
(Programs funded under this title may be subject to these requirements at the discretion of the state and local education agencies administering these funds.)

These requirements cover all day care programs and facilities used by the administering agencies which receive federal funds, whether these facilities are operated directly by the administering agency or whether contracted to other agencies. Such programs and facilities must also be licensed or meet the standards of decency applicable to the state.

Waiver clause. Requirements can be waived when the administering agency can show that the requested waiver may advance innovation and experimentation and extend services without loss of quality in the facility. Waivers must be consistent with the provisions of law. Requests for waivers should be addressed to the regional office of the federal agency which is providing the funds. Requirements of the licensing authority in a state cannot be waived by the federal regional office.

Any program which meets the above definitions of "day care" must meet all of the local, state and federal requirements (when federal monies are

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involved) pertaining to day care settings. Local requirements relate primarily to aspects of facility location and facility safety. Individual state and federal requirements relate both to safety aspects of the day care setting and to specific program features and staff qualifications. Unless a legal waiver is somehow obtained, school-age day care programs currently must meet all of the criteria for licensing which apply to preschool programs. If Title IV-A or other federal monies for day care are not being sought to provide funding for a school-age program, it is possible to put together a program which serves many of the parent and child needs for supervision under the guise of "recreation" or "education" rather than day care. This type of program, which, for example, could operate at a higher staff to child ratio than a day care program might be particularly well suited to the school-age populations of middle and upper income neighborhoods where parent fees could be used to support such an "education" or "recreation" program . Also, in marginally poor neighborhoods which may have families slightly over the eligibility income for public child care support, such "recreation" or "education" programs tailored to the needs of parents for child supervision and accountability for a few hours daily could fill a great need relatively inexpensively.

However, given the possibility that some form of national welfare reform legislation might be adopted or that federal child care monies will continue to be available through Title IV-A, those programs which receive funds to provide school-age "day care" services will have to meet the local, state and federal requirements which apply to day care programs.

The major cost factor in operating day care programs is personnel. Thus an important consideration in planning the size and scope of a school-age day care program must be the cost of the personnel required to staff the program. At present most recreation, park department, intramural and nonschool sports programs which serve school-aged children do not have to meet specific staff/child ratios in order to operate legally. For example, the number of recreation supervisors placed in a local park to run the recreation program may be determined by the size of the park, the city's budget limitations, or by rule-of-thumb ratios developed within the context of recreation planning, rather than day care planning. As a result, programs currently offering services to youth which may have excellent facilities, may find that their present staff ratios are too low to qualify as "day care" programs.

On the other hand, in the home care settings, which are the most flexible and frequently used formal day care settings for school-age children at present, allowable staff/child ratios of 1:10 or 1:20 don't make much difference since the maximum number of children for which a home can be licensed is usually six. Required space requirements/child also limit the number of children which can be served in these settings.

The following paragraphs from the day care licensing requirements of the four Region X states and from the current Federal Day Care Requirements specify the required staff/child ratios for day care programs serving school-aged children.

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Oregon

One teacher for 15 children; or one teacher and one assistant for a group of 16 through 29 or one teacher and two assistants if the groups exceeds 30.

Washington

Centers. There shall be a minimum ratio of one child care staff on duty for each group of ten children or major portion (six or nine) of such number on the premises.

Homes. A family day care home shall not be licensed for more than 10 children including the day care mother's own children under 12 . . . before and after school care for periods of not more than three hours shall be disregarded in the count of children for which a day care home may be licensed, provided the total number of children under 12 does not exceed 10 on the premises at any given time.

Idaho

Centers. The maximum number and the age group called for shall be determined by the physical facilities and staffing together with the experience and skill of the operator . . . Teenage children of the operator need not be counted. In groups of preschool children, there shall be at least one adult for every 10 children. (No specified ratio for school-age children.)

Homes. The number of children under care at one time shall be limited to not more than six, including those of the day care mother. Of the six, not more than four shall be day care children. Teenage children of the day care mother need not be included in the total of six provided that adequate care and attention can be given all without overburdening the mother.

Alaska

Centers. The ratio of staff to children shall be one person for each group of 10 children or fraction thereof, with a minimum of two staff members.

Homes. One person for not more than six children at any one time.

Federal Interagency Day Care Requirements of 1968

Centers. Six through 14 years. No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

Homes. Not more than 12 children per group, but the child/staff ratio never exceeds 6 to 1.

In conclusion, in planning to meet the needs of parents for the supervision of their school-aged children, an early examination of the legal requirements and restrictions on the operation of "day care" programs should be made.

None of the sets of standards are so clear or so specific in all areas that there isn't room for some debate over their interpretation. As more school-age programs are developed, issues related to the appropriateness or

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interpretation of state or federal standards in the context of school-age day care programming undoubtedly will emerge and form the basis for future modifications in the standards as they apply to older children's programs.

What resources are available to fund the program?

The major source of funds for the operation of special school-age day care programs in Region X has been the federal monies for day care available under the Title IV-A amendment to the Social Security Act. Since September 1969 these funds have been available on a three to one matching basis to public and private nonprofit organizations for the operation of child care programs. Eleven of the 13 special school-age programs in Region X reviewed during this study depend on Title IV-A monies as their primary funding source.

When the lid on spending under Title IV-A was announced in the fall of 1972, the impact on the special school-age programs in Alaska, Washington, and Oregon was tremendous. In Alaska, the Juneau 4-C school-age program closed its doors as of November, 1972. In Oregon, programs which had been operating with no parent fees in low income neighborhoods had to develop sliding scale fee schedules. The state day care staff had to reconsider the maximum daily rates for before and after school programs. In Washington, program directors interviewed were searching for alternative funding sources without much success.

The local matching monies which had been used in combination with the Title IV-A monies in Region X have come from such sources as the United Fund, CAP agencies, Model Cities, parent fees and church contributions. As federal support for Model Cities programs is phased out and as OEO programs are spun off or closed, these sources will no longer be available for use in child related programs.

In-kind staff, facilities, or supplies donations -- which are not eligible for inclusion as matching resources under the Title IV-A formula -- have been contributed to operating programs by local school districts, Model Cities programs, youth leisure time agencies such as Boys' Clubs or YMCA's, churches, local housing authorities, local park departments and local service clubs such as the Rotary Club. The Neighborhood Youth Corps has provided staff support for school-age day care programs, particularly during the summer.

Another funding source which has been used to support special school-age day care programs is authorized under Title I-M of the Elementary and Secondary Education Act, which provides federal funds specifically for services to migrants. OEO also has provided monies in this Region for migrant day care services, including services to school-age children. The State of Washington has funded some migrant day care programs serving school-aged children with special state monies authorized under a bill to serve the Urban, Rural and Racial Disadvantaged (URRD).

Most of the special school-age programs take advantage of the Department of Agriculture's reimbursement program to cover all or part of the expenses for food used in the program.

EXHIBIT 1

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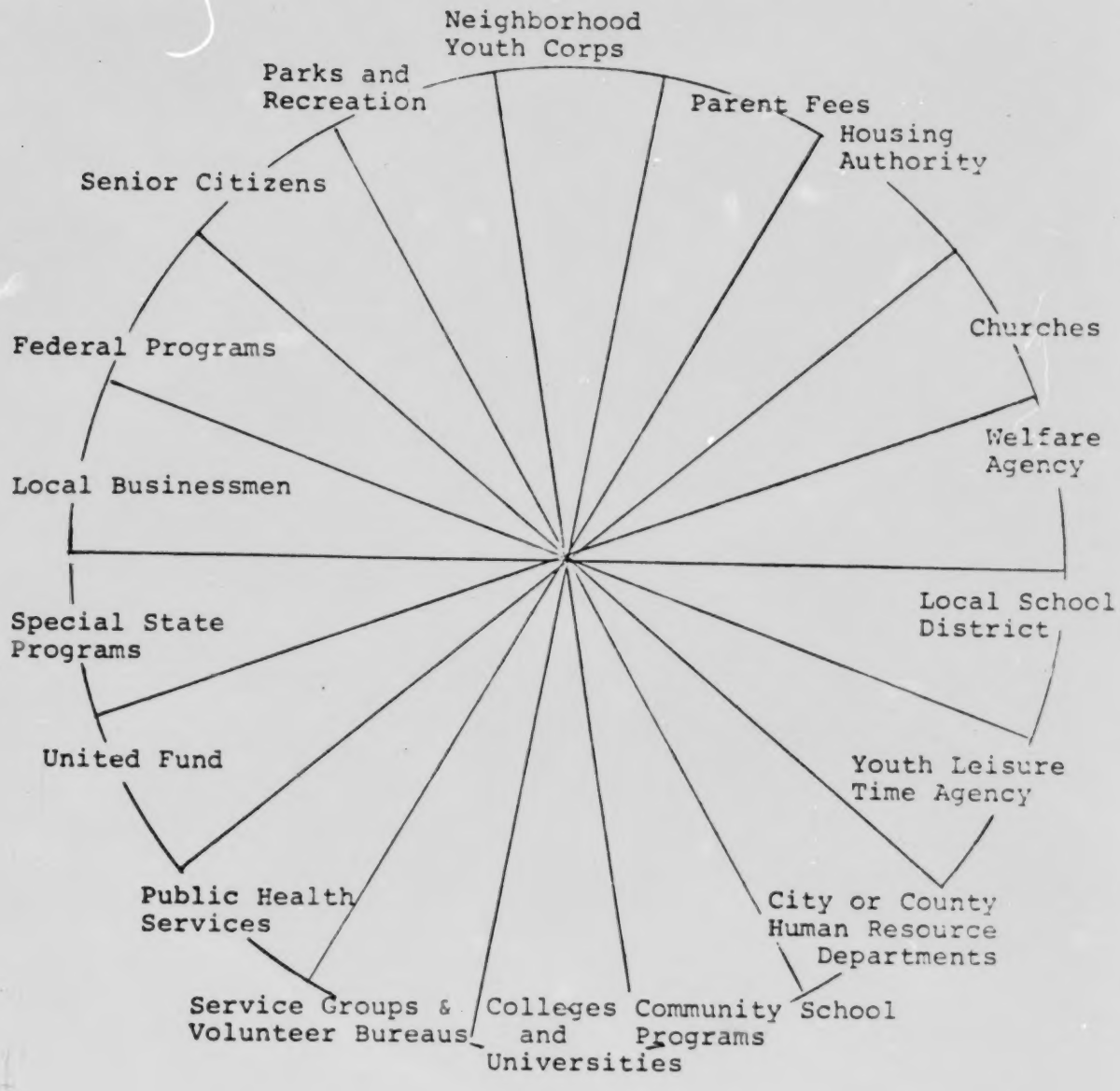
POTENTIAL RESOURCES FOR SCHOOL-AGE DAY CARE



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Although several other federal sources appear to have potential as sources of funds to operate programs for school-aged children, these sources are essentially unexplored so far as we are able to determine on the basis of experience in Region X. The most complete handbook outlining all federal programs which may provide funds for day care projects is published by the Women's Bureau of the Department of Labor, entitled "Federal Funds for Day Care Projects," and may be obtained from the Superintendent of Documents, U.S. Government Printing Office; Washington, D.C. 20402, for $1.00. An appendix includes capsule summaries of those federal programs which appear to have potential as funding sources to provide day care supervision for school-aged children.

No one is yet sure what the impact of revenue sharing will be on the human service areas which have been cut back in their support by direct federal programs. It would seem that, if school-age care programs can be put together which maximize the use of community resources -- city parks, youth-serving agencies, volunteer program resource persons -- that the city or county could be looked to to provide some revenue sharing funds for administration or other overhead costs which add to the daily cost per child. If daily costs could be kept down by making efficient use of resources that exist, rather than "purchasing" separate resources and setting up parallel or duplicate programs, reasonable day care costs could be borne by those current state/federal monies available, in combination with parent fees.

Local in-kind contributions will always be important in reducing the day-to-day cost of program operations. It is difficult, however, to support an ongoing program by piecing together local contributions as the primary source of support.

In lieu of unlimited sources of federal, state or local money to support child care programs, the most likely way that such services can be created and sustained is to design programs which make use of existing resources in the most efficient way possible. This may mean that "comprehensive" program goals have to be modified until more operating resources become available.

Who will be needed to staff the program?

Staffing for a year-round school-age day care program is handled in various ways by the programs in Region X. Staff requirements vary with the scope and emphasis of the programs. Those large programs requiring administrative coordination of several staff at several locations, of course, require someone with administrative experience to direct them. Several directors of very small programs which rely heavily on federal funds for their survival commented that without the considerable paperwork involved in reporting and preparing budgets and funding proposals for local and federal monies, the job requirements could be much lower.

In the school-based programs which made up a majority of those identified in Region X, the sponsoring agency or organization had a lot to do with who was used to staff the program. Initially, programs operated by local school districts may try to use regular teachers to work overtime as "teachers" in the after school program. This idea is usually abandoned,

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both in Region X and in the national sample for several reasons: Schools frequently find that the teachers, who already have worked a full day, are often too tired to do a really good job. Further, even if teachers in the district can be found who aren't working full time, accredited teachers have been found to be both too expensive and not necessarily the best for the program. They fredquently adopt a more formal classroom approach than is appropr te or enjoyable for the children.

Several programs have had great success with college students in these jobs. The odd hour work schedule -- early morning, late afternoon -- can often be worked into the students' class schedule.

Another group of programs use low income community residents as staff. Staff turnover in these programs is generally quite low and success has been good.

Most school-age programs make use of volunteers or Neighborhood Youth Corps (NYC) teens in some capacity. In Region X, NYC teens have been used as tutors, recreation supervisors and aides, particularly during the full day summer periods. Experience with NYC teens has been uneven in the programs reviewed.

The programs reviewed were evenly divided as to the difficulty which the before and after school split shift schedule causes. Several programs found it easier and more economical to hire aides on an hourly basis for the two or three morning hours. The afternoon program is then staffed by regular half-time staff who work full time during the summer.

Recreation skills and experience, such as is gained in park department programs, have been found to be useful.

In summary, unless a program is directed at children with particular behavior problems requiring special staff skills, resources for staffing school-age day care programs can be found in a number of groups:

-- School teachers

-- School or Day Care Aides

-- College Students

-- Community Residents

-- Neighborhood Youth Corps Workers

-- Vista Volunteers

-- Parents

-- Recreation Aides

-- Anyone with special skills of interest to children, e.g. crafts, dancing, music, art.

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SOME RECOMMENDED MODELS FOR SCHOOL-AGE CARE PROGRAMS

The school-age program models which have been developed in this chapter are based on the following assumptions:

1. There is no one best system or program for meeting the needs of school-age children for extra-parental care.

2. The key element in designing cost effective "day care" programs for school-age children is an initial analysis of community needs for such services and of community resources for delivery of the services.

3. The models outlined here are "minimal" models. They are based on the following assumptions:

   The primary objective of out-of-school care for school-age children is supervision.

   The most cost effective way to provide out-of-school care is to make use of and expand existing community resources rather than to create separate and parallel programs.

4. The ability to offer a variety of components which would make school-age care programs more "comprehensive" is dependent upon the existence of resources beyond those required to provide supervision. Given the required resources, any of the models can be expanded to provide a more "comprehensive" program.

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RECREATION AND LEISURE TIME PROGRAM
COORDINATION MODEL

Model Assumptions:

--School-age children, particularly in the 12 to 14 age group have needs which make traditional day care settings -- preschool centers and day care homes -- less appropriate and less appealing than they are for younger school-age children.

--The most cost effective way to meet the after school supervision needs of this age group is to expand and coordinate the programs of existing youth and leisure time agencies rather than to set up parallel programs in communities where adequate recreational facilities exist.

Appropriate Groups Served By The Model:

--Junior high school-aged children (12 to 14 years) of working parents.

--Foster children with special needs.

--Participants in community based probation programs for juveniles.

--School-aged children from low-income families receiving child care assistance payments.

--Other children from broken or troubled families who would benefit from the activities and role models offered by activity programs.

Features of the Model:

--Designation of elementary or junior high "feeder" schools which serve a large number of children from low income families or from single parent families as "target" school-age care populations.

--Placement of an After School Program Director and Administrative Assistant in a local branch of the program's operating agency, e.g. YWCA, Boys' Club or in the school itself.

--The After School Program Director is responsible for developing cooperative agreements with community-based leisure time agencies and other organizations capable of providing after school programs of interest to various age groups in their facilities.

--Responsible to the Director are After-School Program Coordinators situated in each school in the "feeder" system. These coordinators are responsible for identifying after-school participants by working with school counselors, parents, juvenile probation officers and the students themselves. Coordinators work with the Program Director and students to develop each participant's weekly activity schedule for six or eight week blocks of time. On a daily basis, Coordinators are responsible for maintaining the daily sign-in sheets for participants, for setting

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out the afternoon snack, and for collecting attendance slips signed by the leisure time program supervisor each day. Further Coordinator duties might include recruiting and supervising volunteer tutors from within the junior high school student body and the community at large to work with students in an after school tutoring program based in each junior high library or classroom.

--Each day buses pick up students from their schools and drop them off at the community agencies offering the after-school programs which they have chosen. On the return trip at about 5:30 or 6:00 p.m., the buses pick up the participants and return them to their schools.

--All sliding scale parent fees and state child care payments are paid to the operating agency. Based on the number of participants who choose the programs offered by each of the leisure time agencies, these agencies receive payment for the services provided on a per child basis. The after school program's Administrative Assistant is responsible for attendance record keeping, vouc preparation, parent fee records, agency payment records and USDA reimbursements.

--The product of this effort is a "system" of after school activities particularly suited to junior high students -- swimming, active sports, crafts, community volunteer service opportunities, tutoring, vocational education -- held in the facilities of community-based leisure time agencies, ethnic cultural centers, hospitals (volunteer programs), schools (community schools projects), etc. Accountability for children in this program is achieved by daily student responsibility for sign-in, return of a slip signed by the activity program supervisor, and round trip transportation provided by the program. Each participating activity program would have to guarantee at least a 1:20 supervision ratio. Fees collected for the "child care" services would be paid to participating agencies on a per capita basis to defer the costs of staff and program supplies and to provide incentives for the agencies to offer competitive programs of interest to the adolescents they serve.

Some Operating Agency Options:

--Local School Districts. Specifically, using supervision from school's office of special programs, the After School Program Director and Administrative Assistant would be located in one junior high school feeder school. The Director would supervise the activities of the After School Program Coordinators and the transportation component.

--Community-based leisure time agencies or community centers, e.g. Boys' Club, Parks Department, YM or YWCA's. The After School Program Director and assistant would be located in the branch office of the community based agency or organization most centrally located to the schools in the "feeder" system. The After School Coordinators -- employees of the operating agency -- would be based in each junior high school of the system.

STAFF REQUIREMENTS:

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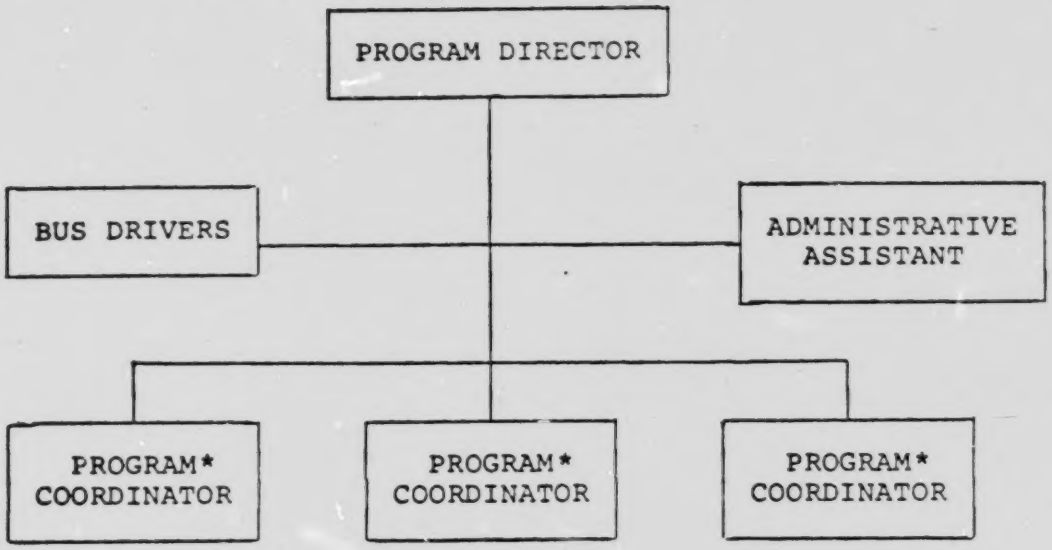

*One per junior high school in "feeder" system.

-- Program Director. The Program Director must have experience in administering and/or supervising a child-oriented program. A Bachelor's degree is preferable. One year of experience in program administration/supervision may substitute for one year of college. Recommended salary range: $700 to $750 per month depending on experience and size of program.

-- After School Program Coordinator. The Program Coordinator must have at least two years of college work or the equivalent in experience working with adolescents. One year of experience may substitute for one year of college. Recommended salary range: $2.50 to $3.25 per hour daily during the school year.

MAJOR COST FACTORS:

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Cost Assumptions:

--The program operates for 180 half days and 71 full days per year.

--There are 180 children participating, or 60 from each of three schools.

--The cost of food is reimbursed by the USDA @ $.15/breakfast (leaving about $.10 net cost to the program); @ $.10/snack (leaving about $.05 per snack net cost to the program); @ $.30/lunch during the full days only (leaving about $.35 net cost to the program.*

--The school space used by the program is an in-kind contribution.

--The program pays leisure time agencies an average of $.75 per day per child for the after school program and $2.00 per full day per child for the summer program.

--An overall ratio of staff per child of 1:20 is maintained by the leisure time agencies.

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
Program Director full time @ $725/month and Admn. Asst. half time @ $500/month plus fringe @ 12%.	.28	.28
Three Program Coordinators, average five hours daily @ $2.80/hour plus fringe 12%.	.26	.26
Transportation @ $1.00/week/child	.20	.20
Food @ $.15/snack less $.10 USDA = $.05 cost per snack.	.05	.10
Food @ $.25/breakfast less $.15 USDA = $.10 cost.	--	.10
Food @ $.65/lunch less $.30 USDA = $.35 cost.	--	.35
Program costs paid to leisure time agencies @ average of $2.00/ day for full day; $.75 day for after school care.	.75	2.00

**Requirements for Type A lunches under the Special Food Service Program (Section 13 of the National School Health Act) requires adult size portions to be served to children 12 and over.

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Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
Three Cooks/Aides for full day program -- breakfast/ bag lunch/snack preparation -- average five hours daily @ $2.80 per hour plus fringe @ 12%	--	.26
TOTALS	$1.54	$3.55

Average annual cost per child per day = $2.11
(180 ½ days x 1.54 + 71 full days x 3.55 ÷ 251 days total + $2.11.)

Average annual cost per child = $529.61.

POTENTIAL FUNDING SOURCES:

--Title IV-A matched with local monies.

--Title I Elementary and Secondary Education Act.

--Title III of the Juvenile Delinquency Prevention and Control Act of 1968.

--United Givers Fund.

--County-City Revenue Sharing child care allocation.

--Parents fees.

ADVANTAGES AND DISADVANTAGES OF THIS MODEL:

Advantages

--Makes maximum use of community-based leisure time recreational and educational facilities and resources to serve the needs of school-age children for supervision and leisure time activities.

--Avoids duplication of services or the under-utilization of such agencies designed and funded to provide youth programming.

--Provides these agencies a supplementary source of revenue through the per capita allotment of all or a portion of "day care" payments from federal or state sources and parents to the agency providing the program resources. (Scarcity of outside funding is a factor which currently limits the program offerings of these agencies.)

--Supports an increasingly popular and reasonable notion in human services delivery, namely that the most cost effective way to deliver services is to integrate currently independent and often parallel program efforts to

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meet service needs rather than to create separate, categorical, and often duplicative programs to meet one specific need.

--Gives adolescents a choice to participate in those activities which interest them most, rather than confining them to the necessarily narrower offerings which could be offered by any one program.

--Permits adolescents requiring after school supervision to participate with peers in such things as after school intramural sports, scouts, etc., so long as they have the project supervisor's daily acknowledgement that they were present during the after school period.

--Could be expanded into a full day summer program with the cooperation of local leisure time agencies.

--Low start-up costs since all equipment and supplies belong to the cooperating agencies.

Disadvantages

--Successful development of such a program requires the commitment and cooperation of community agencies which may not see their appropriate role as one of "accountability" for youth. In most leisure time agencies and parks departments, an effective sanction against ruly behavior is the ability of the creation supervisor or other staff member to request the misbehaver to leave the building or park until he can behave in a nondisruptive manner. In programs which agree to provide supervision for participants during a given time period, this option is not open.

--This model should be used in conjunction with features of the Home Care Services Coordination Model so that it can serve the needs of ill children or those with special needs which are not met in such group activity settings.

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COMMUNITY SCHOOL BASED MODEL

MODEL ASSUMPTIONS:

--Communities which do not have a variety of youth leisure time and recreation facilities available, do have citizens with skills and talents which are valuable as resources for children after school and during the summer.

--The neighborhood school is the "natural" community facility to serve as the focal point for coordinating school-age care needs and resources.

--Those schools which have an ongoing Community School Program are preferred sites for the initial development of projects which mobilize community resources to provide low-cost programs for school-based care.

APPROPRIATE GROUPS SERVED BY THE MODEL:

--School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

--Small towns or communities which do not have many neighborhood-based youth leisure time agencies.

--Schools which have active Community School Programs.

FEATURES OF THE MODEL:

--In schools with active Community School Programs, an initial questionnaire is sent home to parents to determine whether they would use an after school and summer Community School Day Care Program for their school-aged children.* If parent interest is significant, a nonprofit community day care corporation can be formed (as an activity of the Community Advisory Council) or a private community agency which already operates community-based programs can be approached to serve as the vehicle for receiving state/federal funds and parent fees for staff support.

--A School-Age Day Care Coordinator is assigned to an elementary or a junior high school. It is the responsibility of the Coordinator to enroll children in the after school program and to work with parents. Further, the Coordinator works with school health, teaching and counseling staff and assists the Community School Coordinator in scheduling after school activities. It is also the Coordinator's responsibility to supervise the After School Program Aides.

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*The primary difference between this type of program and after-school programs normall run in Community Schools is that, in order to qualify for state/federal day care funds, child accountability must be assured, an afternoon snack must be served and a required staff/child ratio maintained.

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--Depending upon the ages of the school-aged children in care (and the state or federal standards which apply), one After School Program Aide per 10-20 children would be hired on an hourly or part-time basis to sign the children in each day, to provide supervision during the various afternoon programs and to prepare and set out the afternoon snack.

--Working with the Community School Coordinator, the School-Age Day Care Coordinator would help develop programs -- on the basis of parent, student and school staff input -- which are of interest to the program participants. Resource persons for these afternoon programs would be identified from within the community and would be volunteers -- as is now the case with program offerings of community schools. Activities -- which would be prescheduled on a weekly, monthly or quarterly basis -- would be carried out in the school building and the neighboring community as appropriate. Depending upon the school space made available for afternoon programs, such leisure time programs as arts, crafts, cooking, sewing, indoor and outdoor recreation could be offered. In addition, a volunteer tutoring program, story telling, discussions, etc. might be included as well as visits from persons of interest in the community, community improvement projects, etc.

--The product of this effort would be a low cost program which assures adequate nonvolunteer supervision of children, nutritious daily meals and snacks, and a variety of special activities provided by community volunteers as a part of an already existing Community School Program. Depending upon the scope of Community School summer and evening activities the program could be expanded to a full day summer or evening program.

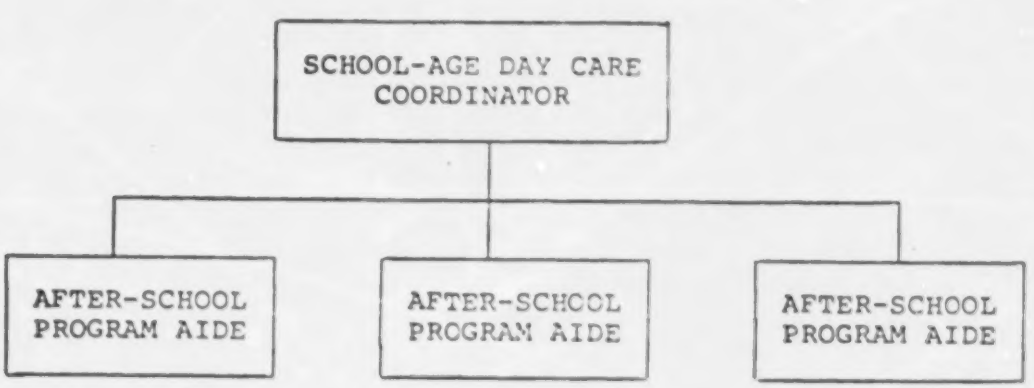
SOME OPERATING AGENCY OPTIONS:

--School districts. Specifically, supervision could be provided by the Community School Coordinator.

--Community leisure time agencies.

--Nonprofit community day care corporation.

STAFF REQUIREMENTS:



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--School-Age Day Care Coordinator. The Coordinator should have a high school diploma plus supervision experience in youth recreation or other youth programs or currently enrolled in a college education or recreation program. Good organizational abilities and tact in interpersonal relations is important. Recommended salary range: $550 to $625 per month, six hours daily (12:30 to 6:30) and full day holidays and vacations.

--After School Program Aide. A program aide should be a resident of the community in which the program is operating. No formal educational qualifications are required, but the Aides should have some previous experience working with elementary or junior high school students and have skills in tact and interpersonal relations. The Aide is responsible for supervising children in the buildings and on the playgrounds and assisting in tutoring and recreational activities. Recommended salary range: $1.80 to $2.20 per hour, four hours daily and full time holidays, vacations and summers. (Ed. note: As of Summer, 1974, minimum wage requirements have been revised upwards, beginning at $1.90 per hour.)

MAJOR COST FACTS:

Cost Assumptions

--The program operates for 180 half days and 71 full days per year.

--There is a regular program enrollment of 60 children.

--The cost of food is reimbursed by the USDA @ $.15/breakfast (leaving $.10 net cost to the program during the summer period only); $.10/snack (leaving $.05 per snack net cost to the program); $.30/lunch during the full days only (leaving $.35 net cost to the program).

--An overall ratio of aides/students of 1:15 is appropriate for the age mix of this program, e.g. some children in the six to eight age range and some in the nine to 11 range.

--The school has an active Community School Program which is able to recruit adequate voluntary program support from the community.

--The school space used by the program is an in-kind contribution.

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
School-age day care Coordinator @ $575/month plus fringe @ 12%.	.50	.50
Four Program Aides @ $2.00/hour plus fringe @ 12%, four hours daily (180 days).	.59	--

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer daily Cost/Child
and		
@ $2.00/hour plus fringe @ 12%, eight hours daily holidays, vacations, summers (71 days).	--	1.19
Food @ $.15/snack less $.10 USDA = $.05 per snack.	.05	.10
Food @ $.25/breakfast less $.15 USDA = $.10 net cost.	--	.10
Food @ $.65/lunch less $.30 USDA = $.35 net cost.	--	.35
Consumable supplies @ $35.00 per school year per child to supplement available school equipment and for special craft programs.	.19	---
Special summer program supplies, equipment and admission fees @ $35.00 per child.	--	.58
Transportation for special field trips @ $1.00 per week for 12 week summer session.	--	.20
Cook/Aide for full day program breakfast/bag lunch/snack preparation, average five hours daily @ $2.80 per hour plus fringe @ 12%.	--	.26
TOTALS	$1.33	$3.28

Average annual cost per child per day = $1.88
($1.33 x 180 half days + $3.28 x 71 full days ÷ 250 days/year = $1.88 average cost per child per day.)

Annual cost per child = $471.88.

POTENTIAL FUNDING SOURCES:

--Title IV-A matched with local monies.

--Title I Elementary and Secondary Education Act.

--County/City Revenue Sharing child care allocation.

--Parent fees.

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ADVANTAGES AND DISADVANTAGES OF THIS MODEL:

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Advantages

--Takes advantage of the precedent of the after school use of school buildings by integrating the day care program with ongoing Community School Programs.

--Offers a low-cost community-based care program for school-aged children which meets the federal staff/child ratios and nutrition requirements while taking advantage of community volunteers to provide program enrichment.

--With a few modifications, the model could be extended to meet the care needs of children whose parents work evening and summer hours where the Community School Program offers evening and summer activities.

Disadvantages

--Assumes the ability of Community School Programs to actively involve community volunteers in regular after-school program activities.

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FAMILY DAY CARE SERVICES COORDINATION MODEL

MODEL ASSUMPTIONS:

--There are adequate existing or potential day care homes to meet the needs of school-age children for supervision during the school year in most low and middle income neighborhoods.

--The major task required is identification and coordination of child care needs with existing resources.

--The neighborhood school is the "natural" community facility to serve as the focal point for coordinating school-age care needs and resources.

--A neighborhood resident who has experience working with the community and its resources is a valuable resource for staffing such an effort.

--Licensed family day care homes and certified in-home providers offer the most cost effective, flexible and responsive base for the development of a school-age care system, particularly for children ages 6 to 11.

APPROPRIATE GROUPS SERVED BY THE MODEL:

--School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

--Areas with concentrations of parents who have unskilled or semi-skilled jobs requiring evening and night-time shifts and weekend and holiday work hours.

--Small towns in which the number of school-age children requiring after school supervision may be few and spread out making a centralized program less practical.

--School-age children who become ill with short-term childhood illnesses which would normally require a parent to stay home from work.

--Before and after school care needs for children whose parents work a standard eight hour day. Particularly appropraite for children from six through 11 years old.

--School-aged children with special physical or psychological needs which are better served in home settings.

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FEATURES OF THE MODEL:

--Designation of elementary "feeder" schools which serve a large number of children from low income families or from single parent families as "target" school-age care populations.

--Placement of a local neighborhood resident in at least one feeder school building as a School-Age Day Care Coordinator providing services to from one to three elementary schools in the area.

--Coordinator serves as a neighborhood-based information and referral point for parents and providers and local resource developer for school-age care services. The Coordinator's role is one of liaison between local licensed day care homes, school service personnel (e.g., counselors, health aides), community school programs, community based recreation agencies and parents in need of child care services.

--Coordinator is responsible for identifying (through state day care licensing workers) and maintaining up-to-date lists of all licensed day care providers and the number of slots available per day care home in the geographic drawing area of the "target" schools. The Coordinator is also responsible for recruiting additional providers for school-aged care as needed.

--Coordinator must be available by phone to parents, providers and case-workers needing day care placement slots each weekday for referral or arranging substitutes in the case of provider illness.

--Coordinator maintains up-to-date lists of school-aged children receiving regular after school care through this network of providers and makes these lists and a list of the care provider's name and telephone number available to the school periodically to assure that the school is informed of the day care placement of a child.

--Coordinator acts as a local advocate for the development of various free after school activities by neighborhood churches, YM and YWCA's, the schools, etc., in which children from the day care homes can participate.

--Coordinator informs parents and providers of available after school activities for school-aged children through the vehicle of the local PTA newsletter, neighborhood newsletter, etc.

--The product of this effort is a loosely linked neighborhood-bounded "system" of licensed day care homes and in-home providers whose services are supplemented by existing leisure time programs in the community. The providers -- according to their own preferred service hours -- are available to meet the needs of children for care and supervision before and after school, at odd hours, evenings, overnight, on holidays, during summer vacations, and in case of short-term childhood illnesses which prevent them from attending school. This "system" of licensed providers is supplemented by existing programs in the community designed to meet the leisure time needs of school-aged children, e.g., intramural sports, Boys' Club, scouting, parks and recreation programs. Participation in these programs away from the care setting is permitted with parents'

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written permission, and requires a standard slip signed by the leisure time project supervisor, *e.g.* scout leader, and returned to the care provider at the end of each day's activities.

--Each neighborhood system would have a "flying squad" of state certified in-home care providers who have been given some basic first aid and health education training. At the request of parents, the School-Age Coordinator refers the parent to an in-home provider available to come into the child's own home for a day or more to care for a child who is ill with a "normal" short-term childhood illness or an injury requiring home care.

--The day care providers in the system receive payment directly from the state welfare department or from parents for odd hour, overnight, or weekend care or for in-home for ill children. However, the Coordinator is responsible for identifying several family day care home providers in the neighborhood who are interested in limiting the children in their care to those between the ages of six and 11. These providers would be paid on an hourly basis of $2.25 per hour to care for between four and six children during the hours of 2:30 or 3:00 until 6:00 or 6:30 daily and all day on school holidays and school year vacations. They would be employees of the operating agency and the funding agency would pay a flat rate for the "slots" available in these homes. Private pay parents would pay this same rate per child for this regular after school care. The number of special school-age day care homes probably would have to be expanded to accommodate the number of children requiring full day summer supervision.

SOME OPERATING AGENCY OPTIONS:

In this model the "operating agency" would be the organization responsible for administering funds to pay for the School-Age Day Care Coordinators and for supervising their activities. There are several options here:

--State social services departments. Specifically, the state day care licensing agency could provide supervision for state employed School-Age Day Care Coordinators through the local Day Care Licensing Supervisors. This arrangement would provide improved state coordination of licensed child care facilities and improved local mechanisms for state day care needs assessments and planning.

--County or municipal human resources departments. Coordination of existing resources for school-aged children and development of improved services for these age groups may be an appropriate minimal role for the city or county in school-age day care. In cities or counties funding local 4-C's groups, administration of funds and supervision of Coordinators could be the responsibility of 4-C staff.

--Local school districts. Specifically responsibility for supervision of School-Age Day Care Coordinators could be provided by the district's office of special programs.

--Model Cities program or other community service agencies.

STAFF REQUIREMENTS:

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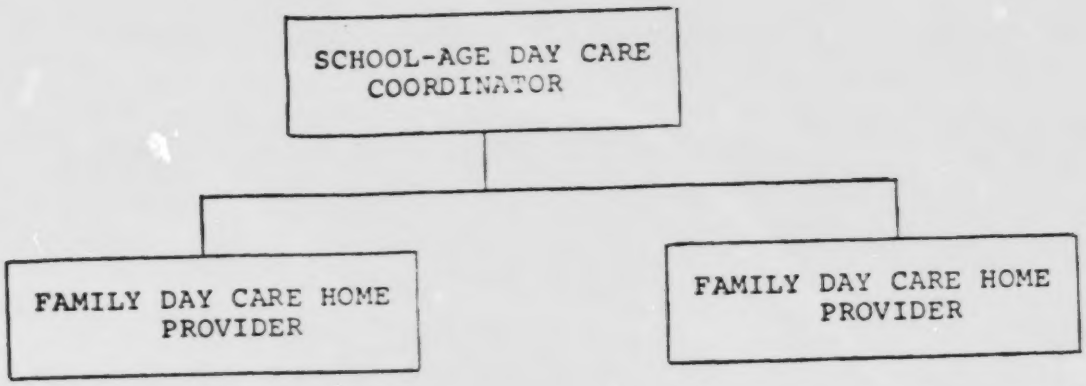

--School-Age Day Care Coordinator. High school diploma plus at least one year's experience working in community programs as a community organizer, program coordinator, parent coordinator, outreach worker, or other job with agency/community liaison responsibilities. Requires good organizational skills, tact and discretion in frequent public contacts and the ability to work with minimal supervision of daily activities. Recommended salary range: $475 to $575 per month .

MAJOR COST FACTS:

Cost Assumptions (after school program)*

--The school year program operates 180 half days and at least 11 full days per school year.

--Fifty children aged six to 11 from each of three elementary schools participate in the after-school program regularly (total 150 children).

--Each of 30 special licensed school-age day care homes serve an average of five children per day. Snacks are provided by the family day care mother.

--The costs of care for these regular after-school children are separate, and separately reimbursed, from the costs of odd hour, evening, in-home or other special care services which are paid for at state rates or by parents, even though referral to these services is done through the School-Age Coordinator.

--Telephone and small amount of clerical support would be in-kind donations by the school.

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*See Model 4 for special summer component.

Program Cost Factors	School Year Daily Cost/Child
School-Age Day Care Coordinator @ $550 per month plus fringe @ 12%.	.20
Thirty family day care providers @ $2.25 per hour, four hours per day plus fringe @ 12% for 180 days	
and	
11 full days @ $2.25 per hour plus fringe @ 12%.	2.13
TOTAL	2.33

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Annual cost per child for school year portion - $445.03.

POTENTIAL FUNDING SOURCES:

--Title IV-A matched with local monies.

--Municipal or county revenue sharing.

--Parent fees.

ADVANTAGES AND DISADVANTAGES OF THIS MODEL:

Advantages

--Maximizes the use of available home day care slots by coordinating their use in a "neighborhood" area.

--Improves the distribution of home-based care and other services for school-age children, since new providers of school-age care would be recruited only in areas which have a demand for such services.

--Offers a service (now nonexistent) which the survey showed was a parent priority -- full day care for children with "normal" childhood illnesses or injuries.

--Has the flexibility and potential for meeting a greater variety of school-age care needs -- odd hours, evening, overnight, special care needs -- than any one program operating with a fixed enrollment at fixed program hours.

--Has the potential for improving the quality of home-based care by reducing the isolation of individual home care providers in this loose "system." Depending upon the level of state or local resource commitment to quality care, these loose systems would be a "natural" unit for provider training.

--Has the potential for expanding into a mechanism for local coordination of all home and center day care services -- both preschool and school-age.

--Improves the community/school relationship by providing an in-school point of referral for parents whose school-age children have out-of-

school supervision needs.

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--Uses school health and school counseling services to best advantage by having in-school Coordinator follow-up on school-age child referrals for problems identified by the provider or parent, or vice versa.

--Makes use of valuable skills of community people trained by local OEO and Model Cities programs in many urban neighborhoods. Many of these people are currently out of work due to recent program terminations and cutbacks.

--It is a very inexpensive way to improve out-of-school services for school-age children.

Disadvantages

--Without some additional program resources, this loose system will provide -- minimally -- custodial care for school-age children augmented by existing -- perhaps scarce -- special programs currently run by other child-serving community institutions.

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FAMILY DAY CARE HOME/NEIGHBORHOOD PARKS MODEL FOR FULL DAY SUMMER SCHOOL-AGE CARE

MODEL ASSUMPTIONS:

--Licensed family day care homes offer the most flexible base for the development of summer "day care" programs for the younger school-aged child (6 to 11).

--Neighborhood schools and the parks and playgrounds near the schools -- which usually run special summer programs -- are "natural" focal points for the summer activities of school-aged children in a neighborhood.

--Both of these child settings, as they traditionally operate, have shortcomings when they are being considered as day care settings for full day summer programs for school-aged children. Traditional parks and recreation programs do not have the adult/child ratio required to meet state or federal day care standards, nor do they have any accountability procedures for the children. Family day care providers, on the other hand, usually cannot afford adequate equipment and supplies for the school-aged children in their care, do not have the resources for special activities that parks departments do, nor do they usually receive any training in activities appropriate for school-aged children of various ages.

--The complementary features of these two child settings provide the basis for a model which integrates their strengths to make a relatively low-cost full day summer program. The supervision and individual attention offered young children by the day care home settings is augmented with the variety of special activities and programs offered by the parks department.

APPROPRIATE GROUPS SERVED BY THE MODEL:

--School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

--Areas with concentrations of parents who have unskilled or semi-skilled jobs requiring evening and night-time shifts and weekend and holiday work hours.

--Small towns in which the number of school-age children requiring after school supervision may be few and spread out, making a centralized program less practical.

--School-age children who become ill with short-term childhood illnesses which would normally require a parent to stay home from work.

FEATURES OF THE MODEL:

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--This summer program model is an expansion of the Family Day Care Services Coordination Model. The several feeder elementary schools designated as "target" schools serve as the base for identifying the population to be served in the summer program.

--As during the school year, the summer program has School-Age Day Care Coordinators responsible for three elementary schools in the "feeder" system. The Coordinator, based in an elementary school, serves as a neighborhood-based information and referral point for parents in need of summer care services. A Summer Day Care Program Director supervises and serves and the liaison between the Summer Activities Coordinators located in each elementary school/neighborhood park system and the Year Round School-Age Day Care Coorinator who is responsible for keeping in touch with family day care homes in the area, maintaining lists of available slots in these homes and scheduling the participation of groups of children in the special summer activities offered by the school/park summer program.

--The special summer activity component operates as follows: A Summer Activities Coordinator is added to the staff of each elementary/park program. This Coordinator is specifically responsible for organizing and scheduling special activities to be carried on at the park for children receiving care in the family day care homes. The Activities Coordinator is trained along with summer park department staff in the range of recreational activities offered in the regular parks program. In addition, the Coordinator is responsible for knowing about other community resources available for children's programming, e.g. public swimming pools. Working closely with the regular parks staff, the Coordinator helps design the daily park schedule and is responsible for working with the Summer Program Director and School-Age Day Care Coordinators to schedule the participation of the children from the various day care homes in these and other special programs.

--The school-aged children from the family day care homes rotate through these activities under the supervision of one family day care mother per group of 13 children aged six to eight or one per group of 16 children aged nine to 11. Since family day care providers would have a maximum of six school-aged children, they would take turns supervising the groups of 13 or 16 in the park activity program, thereby releasing the provider for at least one morning or afternoon per week for errands, etc.

--The Summer Activities Coordinators would have a toy budget specifically for purchasing age-appropriate toys for the six to 11 age group. On days when the children go to the park for an activitiy they are able to select toys to take back to the family day care home until the next visit to the park. This toy lending service would augment the equipment available in the family day care homes.

--The Summer Day Care Program Director would supervise the use of at least two buses. Cooperating with the Summer ACtivities Coordinators at the three playgrounds, the Day Care Program Director would schedule field trips to places of interest in the area. As with the activities in the parks and schools, the group of children from the homes would rotate through the field trip schedule, averaging one-half day field trip per

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--All meals and snacks required by the day care standards are the responsibility of the family day care providers, who are paid by the program for a nine hour day during which they are responsible for the children in their care.

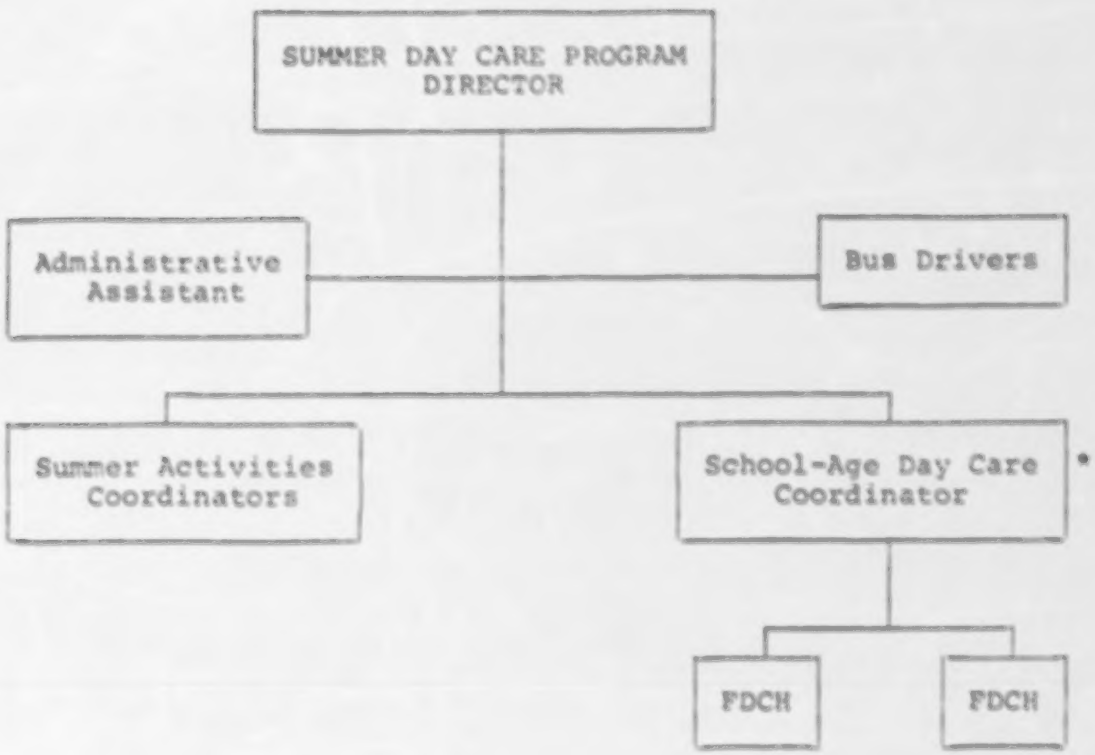
SOME OPERATING AGENCY OPTIONS:

--Local Parks and Recreation Departments.

--Leisure time and youth recreation agencies.

--School districts/community school programs.

STAFF REQUIREMENTS:



--Summer Day Care Program Director. The Coordinator must have experience in administering and/or supervising a child-oriented program. A bachelor's degree is preferable, or one year of experience in youth or recreation program administration/supervision may substitute for one year of college.

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Good organizational abilities and tact in interpersonal relations is important. Recommended salary range: $600 to $725/month.

--Summer Activities Coordinator. The Summer Activities Coordinator should have a high school diploma and some experience in conducting recreation programs. The high school diploma should be supplemented by formal course work in primary school education, recreation, physical education or related job experience. Recommended salary range: $525 to $575/month.

--School-Age Day Care Coordinator. High school diploma plus at least one year's experience working in community programs as a community organizer, program coordinator, parent coordinator, outreach worker, or other job with agency/community liaison responsibilities. Requires good organizational skills, tact and discretion in frequent public contacts and the ability to work with minimal supervision of daily activities. Recommended salary range: $475 to $575/ month.

MAJOR COST FACTORS:

Cost Assumptions

--The summer program is 12 weeks long or 60 full days.

--300 children aged six to 11 residing in the drawing areas of three elementary schools are participating in the program.

--Each of 60 special licensed school-age day care homes serves an average of five children per day.

--The costs of care for these regular after school children are separate and separately reimbursed from the costs of odd hour, evening, in-home, or other special care services which are paid at state rates directly by welfare or by parents, even though referral to these services is done through the School-Age Coordinator.

--The operating agency would donate space for the Summer Program Director in its facility.

Program Cost Factors	Summer Full Day Cost Per Child
Program Director @ $700/month and Admin. Asst. @ $525/month plus fringe @ 12%.	.21
Three Summer Activities Coordinators @ $550/month plus fringe @ 12%.	.30
School-Age Day Care Coordinator @ $550/month plus fringe @ 12%.	.10
60 Family Day Care Providers @ $2.25/hour per eight hour day plus fringe @ 12%.	4.03
Toys and supplies for lending and use in parks @ $20.00 per child per summer or $6,000 total.	.33

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Program Cost Factors	Summer Full Day Cost Per Child
Van or bus rental and driver plus admission fees for field trips @ $1.25 per week per child.	.25
TOTAL	$5.22

Annual cost per child for summer program = $313.20.

POTENTIAL FUNDING SOURCES:

--Title IV-A matched with local monies.

--Title I Elementary and Secondary Education Act.

--Title III of the Juvenile Delinquency Prevention and Control Act of 1968.

--United Givers Fund.

--County/City Revenue Sharing child care allocations.

--Parents fees.

ADVANTAGES AND DISADVANTAGES OF THIS MODEL:

Advantages

--Maximizes the use of available home day care slots by coordinating their use in a "neighborhood" area.

--Assures that each child in care has access to play equipment, games, and special activities regardless of the differing resources of the family day care providers responsible for the children.

--Maximizes the resources and experience of parks and recreation department staffs in providing programs of interest to school-age children.

--Removes the cost burden of purchasing special toys and outdoor play equipment from the family day care provider, who is not reimbursed adquately to absorb these costs.

Disadvantages

--Assumes that the community has an on-going parks and recreation program which normally offers a range of activities during the summer.

--Assumes that an adequate number of family day care providers can be found in drawing areas of elementary schools to provide daily supervision for four to six school-aged children during the summer.

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RESIDENTIAL CLUSTER MODEL WITH
"CULTURAL ENRICHMENT" COMPONENTS

MODEL ASSUMPTIONS:

—Areas which have special populations in geographically distinct areas -- such as Indian reservations -- or which have high density clusters of school-aged children -- housing projects -- are cost effective sites for basing school-age care programs.

--In most areas meeting this description there are high concentrations of low-income and/or single parent families who are eligible for federal child care assistance and who qualify as "disadvantaged" populations.

--In most areas meeting this description there are a large number of unemployed residents who can benefit from the part-time jobs created by locating a school-age care program there.

--Frequently there are not enough availably unused community buildings in housing projects or on reservations to accommodate all of the children in a large school-age care program at the same time.

--Low income family day care providers in such areas have fewer resources available to them for child care services than do many other family day care homes and/or centers. Therefore a supplemental "enrichment" program is a desirable component for such a program.

APPROPRIATE GROUPS SERVED BY THE MODEL:

--School-aged residents (ages 6 to 11 primarily) of the "target" geographic area/residential cluster, e.g. housing project residents, on-reservation, Indian children.

FEATURES OF THE MODEL:

--Assignment of one School-Age Care Coordinator and one Program Specialist to a housing project or Indian reservation. It is the responsibility of the Coordinator to identify community residents who have the interest, the time, and the personal qualifications to provide supervision for a total of four to six young school-aged children (including their own) after school and daily during the summer.

--These community residents would be licensed by the state (with day care facility qualification waivers as necessary) as family day care providers, and would be reimbursed by the program for their services on a salary basis. During the school year their responsibilities include:

--Providing a daily afternoon snack for each child.

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--Assuring the supervision of the children's after school activities each day.

--Assuring supervision -- on a rotating basis -- of a larger group of children in the "activity homes" or on buses during special "enrichment" activities.

--Housing units, community centers or other on-site structures which are not currently in use during the after school and/or summer hours would be identified and arrangements made for their use by the program. If there are no such structures available on-site, a search of buildings, churches and schools adjacent to the site should be undertaken and arrangements made for their use.

--Each unoccupied housing unit or each separate area in larger buildings would be set aside by the Program Specialist for special "enrichment" programs through which the children in the family homes rotate. One area or one housing unit could be equipped with a variety of toys and quiet games appropriate to the ages of the children in the program (this can include a toy lending service). Another area can be set aside as a reading/story telling/film area with resources for these activities, etc. One van or bus, (depending upon the size of the program) would be available to the program at each location, e.g. each reservation, housing project.

--The Program Specialist would be responsible for selecting equipment and for lining up the special enrichment services to be offered each day. Although a budget should be available to the Specialist, emphasis would be on recruiting voluntary program support, i.e., community residents with interesting skills, volunteer tutors from among the older children in the area, local colleges, storytellers, library resource persons, etc. Direct supervision of the children would be the responsibility of the family day care providers who would accompany the children to the activity sites and remain to supervise larger groups of 10 to 13 children on a rotating basis.

--At the end of the day's activities (which may run from 3:15 to 5:15) children would return to the family day care homes until their parents return from work.

--The School-Age Coordinator would include in her/his duties, arranging the placement of children requiring evening, overnight, or other odd hour care in family day care homes and the supervision of the salaried family day care providers who care for school-aged children for three to four hours daily.

SOME OPERATING AGENCY OPTIONS:

--Local Metropolitan or County Housing Authority.

--Private nonprofit community day care corporation.

--Local community-based social service agency.

STAFF REQUIREMENTS:

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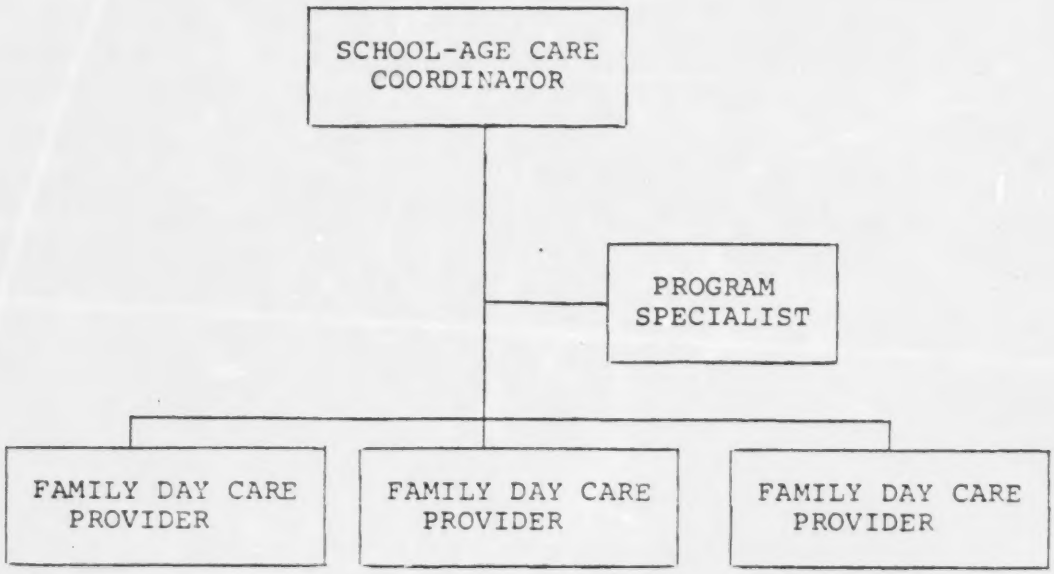

--School-Age Day Care Coordinator. The Coordinator must have experience in administering and/or supervising a child-oriented program. A college degree is preferable, but one year of experience in youth or recreation program administration/supervision may substitute for one year of college. Good organizational and problem solving abilities, experience in community work, and tact in interpersonal relations is important. Recommended salary range: $700 to $800 per month full time.

--Program Specialist. The Program Specialist should have a Bachelor's degree or at least some college level courses in recreation, physical education, child development, primary education or related areas; and a minimum of one year's experience in working with children's leisure time programs, organizing community based projects, or working in a school setting. Good organizational abilities, creativity in the use of community resources and human relations skills are important. Recommended salary range: $625 to $725 per month, full or half time depending on size of the program.

--Family Day Care Providers. If providers have children, it is preferable that the children be between six and 11 rather than preschoolers so that the provider can leave their own homes to supervise the six to 11 year olds in the special activity area. Recommended salary range: $2.00 to $2.50 per hour, average four hours per day during the school year and eight hours during the summer.

MAJOR COST FACTORS:

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Cost Assumptions

--The program operates for 180 half days and 71 full days per year.

--There is a regular program enrollment of 50 children.

--Each of the special licensed school-age day care homes serve an average of five children per day.

--Extra activity and office space on the reservation or in the housing project is donated or should be calculated separately depending upon the arrangement made.

--During the summer when two meals and two snacks are included in the program, the family day care providers are reimbursed at a rate of $1.20 per day ($.25 + $.15 + $.65 + $.15). The program should qualify for USDA reimbursement (although the money is paid to the family day care providers who are not eligible for reimbursement as individuals. Therefore, the reimbursement to the program would be $.65 per day ($.15 + $.10 + $.30 + $.10) leaving a cost per child of $.55 ($.10 + $.05 + $.35 + $.05) for food.

Program Cost Factors	School Year Daily Cost/Child	Full Day Holiday and Summer Daily Cost per Child
School-age Day Care Coordinator @ $725/month plus fringe @ 12%.	.78	.78
Program Specialist @ $675/month plus fringe @ 12%, half time .	.36	--
Full time summer and holidays.	--	.72
Ten family day care providers @ $2.25 per hour for four hours per day plus fringe @ 12%.	2.02	--
and		
@ $2.25 per hour full time (8 hours) summer and holidays.	--	4.04
Toys and supplies for lending and use in special projects @ $35.00 per child per year.	.14	.14
Transportation for special summer field trips @ $1.00/child/week.	--	.20
Food (breakfast, lunch, two snacks) @ $.25 + $.15 + $.65 + $.15 or $1.20 -- reimbursement of $.15 +		

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Program Cost Factors	School Year Daily Cost/Child	Full Day Holiday and Summer Daily Cost/Child
$.10 + $.30 + $.10 = $.65 = $.55 cost per child.	--	.55
TOTALS	$3.30 (after school)	$6.43 (full days)

Average annual cost/child/day = $4.19.

Annual cost per child -- total = $1050.53.

POTENTIAL FUNDING SOURCES:

--Title IV-A matched with local monies.

--Section 2(6) of the Housing Act of 1937, as amended -- The Tenant Services Grant Program.

--Title III of the Juvenile Delinquency Prevention and Control Act of 1968.

--City/County Revenue Sharing funds.

ADVANTAGES AND DISADVANTAGES OF THIS MODEL:

Advantages

--Improves the distribution of home-based and other services for school-aged children, since new family day care providers and in-home providers would be recruited on the basis of demand for services .

--Has the flexibility and potential for meeting a greater variety of school-age care needs -- additional hours, evening, overnight, special care needs -- than a program operating with a fixed enrollment at fixed program hours.

--Has the potential for expanding into a mechanism for local coordination of all home and center day care services -- both preschool and school-age for these residential clusters.

--Makes use of valuable skills of community people trained by local OEO and Model Cities programs. Many of these people are currently out of work due to recent program terminations and would have excellent qualifications for the School-Age Coordinator position.

--The rotation of the children and the providers through the special after-school activities would offer the providers a type of in-service training by exposing them to age appropriate books for the children in their care, quiet games, ways to work with groups of children, etc.

--Permits on-site care for any number of children living in geographically distinct areas of residential clusters which do not have a large amount of

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"community space" to house large programs by rotating day care home-based children through those special activity areas which can be secured for this purpose .

--Low start-up costs since the day care facilities which are licensed are the family day care homes. Equipment and supplies can be shared by the children as they rotate through the various activity areas. Use of neighborhood parks and school playgrounds encouraged with supervision from the day care providers.

--Provides regular part-time jobs as day care providers to a number of community residents who can work in their own homes.

--Solicits volunteer program support rather than purchasing expensive personnel for this support.

Disadvantages

--May be more expensive per day than programs based in large community buildings since the 1:6 ratio in family day care homes is higher than required. However, availability of such space, start-up costs of building renovation and availability of centralized food serve equipment should be considered.

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What recommends these particular models for school-age day care programs?

The models outlined here are not unique in many of their aspects, nor do they offer solutions to all school-age care needs. Rather, an attempt has been made to pull together the most successful features of existing school-age programs and to develop other features which permit a range of possible day care needs to be met while making fullest use of existing community resources at a reasonable cost.

It is, perhaps, this emphasis on making full use of existing community resources and minimizing the duplication of available program resources which differentiates these models from some others which currently are operating. Social program evaluations have demonstrated that it may be easier -- but more expensive -- to "purchase" all of the services desired and to manage a program under one roof with one budget than it is to tie together programs which have been designed and are funded to provide some of those same services to the larger community. To the extent possible, these models support the notion that the most cost effective way to deliver services is to integrate currently independent program efforts to meet needs rather than to create separate, categorical and often duplicative programs. As the reader will notice, a major aspect of all of the recommended program models is the coordination of community resources on a neighborhood school drawing area or larger community level.

A further consideration in developing these models was to provide planners with some program ideas in areas which are not being addressed by existing school-age day care programs -- care for the 12 to 14 year old child, care for handicapped children, odd hour care, and care for children ill with childhood illnesses which normally require parents to stay home from work. (See Chart on following page)

Are the models feasible?

These models have been designed following numerous conversations with parks department staffs, local housing authority personnel, school administrators, leisure time agency directors and volunteer coordinators in Region X. Nowhere did the idea of developing school-age care programs around the facilities or programs offered in these various settings meet with a negative response. Almost unanimously, the people involved with programming in these various other programs had simply never considered providing formal school-age day care. A few of them were involved in some way with preschool day care, but by and large, they had never considered day care programs for school-age children.

Discussions of the requirements for a day care program often raised valid concerns about additional expenses for such things as food and extra supervision. Parks department staffs were often concerned about added problems of child accountability and discipline in a less voluntary program. Interestingly, several of the school administrators intervewed viewed the development of after school and summer programs based in their school buildings with more concern than anyone else interviewed. Principals, in particular, often resisted the idea of sharing school facilities and equipment with an after school program.

CHART 1

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MODELS RECOMMENDED TO MEET SCHOOL-AGE DAY CARE NEEDS

School-Age Groups Requiring Child Care Services	Recommended Models
Children in urban areas aged 6 to 11 whose parent(s) work or are in training.	1, 2, 3, 4, & 5
Children in urban areas aged 12 to 14 whose parent(s) work or are in training.	1 & 2
Children from broken or troubled homes requiring special attention.	1, 2, 3, 4, & 5
Handicapped school-age children.	3 & 4
Children ill with normal childhood illnesses normally requiring parent to stay home from work.	3
Children requiring evening, overnight and other odd-hour care.	3
Children who live in low-income residential clusters, often isolated from community resources.	5
Children from small towns or villages which have a small number of children requiring care.	2, 3, & 4
"Emergency" care for children whose family has undergone some crisis.	3 & 5
Children from agricultural migrant families.	5
Children from families involved in seasonal cannery work.	3 & 4

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However, there were several school districts and individual schools which received the idea with considerable interest. These were schools which already have what are called "community school programs." Originally developed in the Flint, Michigan, schools and supported by grants from the Mott Foundation, the "community school" concept is gaining increasing popularity. It works as follows: A school district or local school may hire a full or half-time person who is responsible for working with the community in the vicinity of the school to unite all forces and agencies in the community to work toward using school facilities as a base for serving the total community's needs. A Community School Council is organized and made up of representatives from the local area who work with residents and, perhaps, with city government to determine how the neighborhood needs can better be met and how the school, as a neighborhood-based facility can serve to meet these needs. Each community school program is unique in the sense that what is done is determined by the citizens of each community rather than by a uniform program format.

The supervising administrator of each Community School is a Community Coordinator. He has responsibilities similar to a principal for after-school operation and also usually works with regular school staff in social type services which may be required by the children enrolled in the school. It is the responsibility of the coordinator to schedule the after school use of school facilities by any community group interested in using them, as well as to recruit community volunteers to provide services desired by the community such as special classes of interest, etc.

There are 96 community school programs operating in the four states of Region X at present. None of these programs has undertaken the provision of formal school-age day care, specifically; but all are active in developing volunteer resources to meet community needs and in opening the schools for after school, evening and weekend use. Community School Directors interviewed in Boise, Idaho; Juneau, Alaska; and Portland, Oregon, expressed considerable interest in the concept of school-age day care based in the schools. The concept has been used successfully in Wilmington, Delaware, and Flint, Michigan, community school programs.

The models developed here have been designed to take advantage of community agencies and organizations which have facilities or other resources which can be used in operating low-cost school-age programs and which have expressed an interest in such programs.

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How to use the models.

These models are intended to be viewed as general program frameworks or organizational "skeletons" upon which can be built any number of components. Obviously, the size of the program and the specific way that it is put together will vary from setting to setting. However, what should remain the same -- the basic model elements -- are as follows:

--Emphasis on area-wide planning for school-age care. This doesn't require an elaborate and expensive study -- use community information vehicles, PTA, etc.

--Emphasis on developing a program large enough to maximize the cost/effectiveness of each administrative level position required

or

--If requirements for slots are small, emphasis on using facilities and program resources which avoid high overhead costs -- building rental, administrative positions, telephones, janitorial services, etc.-- such as the home care settings afford.

--Emphasis on mobilizing existing community resources for programs rather than "purchasing" all of the professional program support. This means thinking in terms of all community institutions which have as their mandate -- serving youth or the community, not just traditional day care resources.

--Emphasis on weighing carefully and justifying each program element on the basis of an identified need in that community. Avoid "canned" program formats which may not distribute available money in areas of greatest need.

--Emphasis on working backward to program design from a realistic cost per child per day ceiling as an exercise likely to develop a realistic program budget and program.

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